



## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/11**

Paper 1 Approaches, Issues and Debates

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 60

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| <p><b>Published</b></p> |
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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This document consists of **11** printed pages.

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Baron-Cohen et al. testing theory of mind in participants with Asperger's syndrome and autism:</b></p> <p><b>Name the test that was being revised in this study.</b></p> <p>1 mark for correct answer</p> <p>(Reading the Mind in the) Eyes Test;</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1     |
| 1(b)     | <p><b>Identify <u>two</u> problems with the original test.</b></p> <p>1 mark per problem identified/described</p> <p>Forced-choice using two options;<br/>           Parents of AS children scored low;<br/>           Narrow range of total scores/ceiling effect of scores;<br/>           Too few questions/used 25 questions;<br/>           Contained basic and complex mental states;<br/>           Some items could be solved by looking at gaze direction;<br/>           More female faces (than male);<br/>           Target and foil were (semantic) opposites;</p>                                                                                                                                                                                                                                                                                                      | 2     |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>           1 mark = partial conclusion<br/>           0 marks = purely results</p> <p>e.g.:</p> <p>People diagnosed with AS/HFA lack theory of mind (1 mark);<br/>           People diagnosed with AS/HFA lack theory of mind, so they find it difficult show empathy/difficult to understand the emotions of others (2 marks);<br/>           The Revised 'Eyes Test' overcame the problems of the original version (1 mark);<br/>           The Revised 'Eyes Test' overcame the problems of the original version making it a valid test of social intelligence (in adults) (2 marks);<br/>           The Revised test could discriminate AS and non-AS participants (1 mark);<br/>           AS/HFA participants scored lower on the Eyes Test than all other groups (0 marks).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2        | <b>From the study by Piliavin et al. (subway Samaritans):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| 2(a)     | <p><b>Describe what the observers recorded about participants in the adjacent area.</b></p> <p><b>1 mark per correct point</b></p> <p>Coded race, sex, location of people (any 2 gets <b>1 mark</b>);<br/> Latency/time taken for first helper to arrive if no model present;<br/> Latency/time taken for (extra) help to arrive after model helped;<br/> Spontaneous comments from people;<br/> Elicited comments from people.</p>                                                                                                                                                                                                                                      | <b>3</b> |
| 2(b)     | <p><b>Describe <u>one</u> result about the sex of ‘spontaneous first helpers’. You <u>must</u> use data in your answer.</b></p> <p><b>3 marks</b> = comparison result with correct data<br/> <b>2 marks</b> = comparison result with no data or using qualitative data as comparison or implicit<br/> <b>1 mark</b> = one result (e.g. for just males) or basic result</p> <p>e.g. <b>3 marks</b><br/> More males were spontaneous first helpers compared to females as 90% of spontaneous first helpers were male.</p> <p>e.g. <b>2 marks</b><br/> More males were spontaneous first helpers compared to females.</p> <p>e.g. <b>1 mark</b><br/> More males helped.</p> | <b>3</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------|---|
| 3        | <p><b>Explain one or more real-world applications of the study by Dement and Kleitman (sleep and dreams). Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Suitable examples include:</p> <p>Sleep disorders;<br/>Insomnia.</p> <p>This will be band-marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>5</td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td>3–4</td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.</td></tr><tr><td>1–2</td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td>0</td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | 5 | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved. | 3–4 | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved. | 1–2 | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | 0 | No creditworthy real-world application or description of study only. | 5 |
| Marks    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |
| 5        | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |
| 3–4      | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |
| 1–2      | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |
| 0        | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |             |   |                                                                                                                                                                                                                                                                         |     |                                                                                                                                                                                                                                                                    |     |                                                                                                                                               |   |                                                                      |   |

| Question | Answer                                                                                                                                                                                                                                                                           | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4        | <b>From the study by Saavedra and Silverman (button phobia):</b>                                                                                                                                                                                                                 |       |
| 4(a)(i)  | <p><b>Name <u>one</u> stimulus given a Distress Rating of 2 or 3 on the Disgust/Fear Hierarchy.</b></p> <p><b>1</b> mark for correct answer<br/>Take first answer only.</p> <p>Large denim jean (buttons);<br/>Small denim jean (buttons);<br/>Clip-on denim jean (buttons).</p> | 1     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(a)(ii) | <p><b>Name <u>one</u> stimulus given a Distress Rating of 7 or 8 on the Disgust/Fear Hierarchy.</b></p> <p><b>1</b> mark for correct answer<br/>Take first answer only.</p> <p>Hugging Mom when she was wearing regular medium plastic (buttons);<br/>Small coloured plastic (buttons);<br/>Small clear plastic (buttons).</p>                                                                                                                                                                                                                                                                                                           | <b>1</b> |
| 4(b)     | <p><b>Describe the participant used in this study.</b></p> <p><b>1</b> mark per correct point</p> <p>One boy;<br/>9-year old;<br/>Hispanic/American;<br/>He was presented by his mum to a Child Anxiety and Phobic Program;<br/>He did not meet the criteria for OCD;<br/>He did meet the criteria (DSM–IV) for a phobia;<br/>He had experienced a bowl of buttons falling on him (at school).</p>                                                                                                                                                                                                                                       | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the learning approach.</b></p> <p><b>2</b> marks = clearly linked to learning approach (either through example or assumption)<br/><b>1</b> mark = partially linked to learning approach/assumption of the learning approach only</p> <p>e.g.<br/>Part of this therapy was based on operant conditioning (<b>1</b> mark). He was rewarded for being able to handle buttons on the Feeling Thermometer (<b>1</b> mark).</p> <p>He had an experience of the bowl of buttons falling on to him (<b>1</b> mark). He never had this phobia before then so the phobia has been learnt (<b>1</b> mark).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>From the study by Yamamoto et al. (chimpanzee helping): Describe the procedure of the First ‘Can See’ condition <u>and</u> the ‘Cannot See’ condition.</b></p> <p><b>1 mark per correct point</b><br/><b>Max 3 for either condition</b></p> <p>e.g. First Can See:<br/>The chimpanzees were in adjacent/separate (experimental) booths/rooms;<br/>There was a transparent panel / wall divider separating both booths;<br/>Each chimp was either a helper or recipient;<br/>There was a task that needed a stick or straw to solve;<br/>All chimps had a tray of seven objects;<br/>The helper could give the recipient an object through the hole / hole in the wall so chimpanzee could pass a tool through.</p> <p>e.g. Cannot See:<br/>The chimpanzees were in adjacent/separate (experimental) booths/rooms (only awarded if not awarded for the First Can See condition);<br/>The wall between them was opaque;<br/>Except for a small window that could only be accessed if a chimpanzee purposely wanted to look through it (to help).</p> | 4     |
| 6        | <p><b>Describe the psychology that is being investigated in the study by Canli et al. (brain scans and emotion).</b></p> <p><b>1 mark per ‘psychology’ point made</b><br/><b>1 identification mark is available</b><br/><b>1 mark available for an explicit example from the study</b></p> <p>Creditworthy ‘psychology’ includes emotions, amygdala, brain scans, memories.</p> <p>e.g.:<br/>An fMRI is a non-invasive technique / measures brain activity;<br/>Radio waves are coupled with a strong magnetic field to create the scan output;<br/>This allows a researcher to look at blood flow in the brain during mental activities / processing of information.</p> <p>The amygdala was investigated about its links with memories;<br/>It is part of the brain in the temporal lobe / part of the limbic system;<br/>The amygdala has different functions in different hemispheres of the brain.</p>                                                                                                                                              | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(a)     | <p><b>From the study by Laney et al. (false memory):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p><b>2 marks = full aim</b><br/><b>1 mark = partial aim</b></p> <p>e.g.:<br/>To investigate whether (positive) false memories about asparagus can be implanted into a person (<b>2 marks</b>);<br/>To investigate false memories for food (<b>1 mark</b>).</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>2</b> |
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p><b>1 mark = appropriate methodological weakness</b><br/><b>1 mark = applying it to Laney</b></p> <p>e.g.:<br/>Some of the questionnaires used fixed choice answers so this may not represent what would happen in reality (<b>1 mark</b>). For example, the Food Costs questionnaire have seven choices, but in reality not one of those might represent what a participant would pay for that food item (<b>1 mark</b>).</p> <p>Only undergraduate students were used in both studies which may limit generalisability (<b>1 mark</b>). They were all of a similar age/educational level so they may not represent how older adults (potentially) form (positive) false memories (<b>1 mark</b>).</p> | <b>2</b> |
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p><b>1 mark for what the application is (clearly based on Laney)</b><br/><b>1 mark for how it will be achieved</b></p> <p>e.g.:<br/>This could be used to help children improve their diets (<b>1 mark: what</b>). Children could be 'tricked' by their parents/dietician by telling them that they loved broccoli/asparagus/cabbage, etc., the first time they tried it and keep repeating the false information (<b>1 mark: how</b>).</p>                                                                                                                                                                                                                                        | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 8(a)     | <p><b>From the study by Bandura et al. (aggression):</b></p> <p><b>Describe how the children were rated on aggressive behaviour in their nursery school, prior to the study.</b></p> <p><b>1</b> mark per correct statement<br/><b>1</b> mark available for naming two of the scales used</p> <p>Rated on four different scales about aggression;<br/>All five point scales;<br/>By experimenter <b>and</b> nursery school teacher;<br/>Scales = physical aggression / verbal aggression / aggression towards inanimate objects / aggression inhibition (2 named = <b>1</b> mark);<br/>They were rated independently;<br/>A composite score was given to all children / scores for scales were added up for each child.</p> | <b>4</b> |

8(b)

**Explain whether each guideline below was broken in the study by Bandura et al.**

- confidentiality
- protection from physical harm
- protection from psychological harm
- right to withdraw

Use the following Levels marking for each guideline separately.

| Level | Descriptor                                                                                                                                                                                                                                                                                                                                                  | Marks |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2     | The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study. <b>OR</b> The ethical guideline is <i>implicit</i> from the use of a well argued example contextualised from the named study.                                                                                                          | 2     |
| 1     | The answer explicitly describes the ethical <i>without</i> correct contextualisation/no contextualisation. <b>OR</b> The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study. <b>OR</b> The ethical guideline is incorrectly described but the contextualised example from the named study is correct. | 1     |
| 0     | The description of the ethical guideline is incorrect and/or the contextualised example is incorrect <b>OR</b> No answer given.                                                                                                                                                                                                                             | 0     |

Confidentiality:

e.g. Any data should not be identifiable as a single participants' response / participants' data must not be named as theirs.

All we know is that they were children from a nursery at Stanford University / we only know the gender and age (range).

Protection from physical harm:

e.g. Participants should leave the study in the same physical state as they entered / Participants should not be potentially harmed by the procedure of a study.

The children could have injured themselves when they were playing/hitting / being aggressive with the Bobo doll / toys in the room so this was broken.

Protection from psychological harm:

e.g. Participants should leave the study in the same mental/psychological state as they entered / Participants should not be potentially harmed by the procedure of a study.

The children could have left the study thinking that aggression was good/frightening so their way of thinking had been changed / not reduced before leaving the study.

Right to withdraw:

e.g. participants should be able to leave the study at any point (without penalty);

In the experimental room the experimenter remained with the child so they could not leave the room, so it was broken.

8

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9<br>9   | <p><b>Evaluate the study by Milgram (obedience) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about qualitative data.</b></p> <p>Strengths include: reliability, qualitative data, quantitative data.<br/>Weaknesses include: ethics, validity (external), generalisability.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |



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**9990/12**

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|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1        | <b>From the study by Yamamoto et al. (chimpanzee helping):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 1(a)     | <p><b>Name <u>one</u> of the objects on the tray for the chimpanzees, other than the stick or the straw.</b></p> <p><b>1</b> mark for a correct answer</p> <p>Hose;<br/>Chain;<br/>Rope,<br/>(Paint) Brush;<br/>Belt.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>1</b> |
| 1(b)     | <p><b>Outline the difference between an ‘upon-request’ offer and a ‘voluntary’ offer in this study.</b></p> <p><b>1</b> mark for correct definition used in study</p> <p>Upon-request:<br/>The helper gave a tool to the chimp who had requested it.</p> <p>Voluntary offer:<br/>The helper gave a tool to the chimp <i>without</i> any request (from the recipient).</p>                                                                                                                                                                                                                                                                                                                                                                     | <b>2</b> |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p><b>2</b> marks = full conclusion<br/><b>1</b> mark = partial conclusion<br/><b>0</b> marks = purely results</p> <p>The study suggests that chimpanzees can target help; when they understand the needs of another chimpanzee (<b>2</b> marks);<br/>Chimpanzees do show altruistic behaviour but they need to see the situation (<b>2</b> marks);<br/>Chimpanzees can understand what other chimpanzees want (<b>1</b> mark);<br/>Chimpanzees help other chimpanzees / show altruism towards other chimpanzees (<b>1</b> mark);<br/>Ayumu was the only chimpanzee to look through the window in the Can’t See Condition hence he was better at this task (<b>0</b> marks).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2        | <b>In the euphoria condition in the study by Schachter and Singer (two factors in emotion), a stooge performed a series of standardised behaviours. An observer categorised any behaviours shown by the participant. One category was ‘initiates new activity’.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| 2(a)(i)  | <b>Outline how the category of ‘initiates new activity’ was operationalised in this study.</b><br><br>1 mark per correct point<br><br>If the participant gave creative euphoria;<br>That is, they initiated euphoric behaviour outside of the stooge’s routine;<br>Therefore, the behaviour had to be one that had never been seen by the participant (from the stooge).                                                                                                                                                                                                                                                                                                                                                                                 | <b>2</b> |
| 2(a)(ii) | <b>Name <u>one</u> behaviour shown by a participant in this study that was categorised as ‘initiates new activity’.</b><br><br>1 mark for correct answer.<br><br>(Threw) open the window;<br>Laughing;<br>Throwing paper basketballs;<br>Hula hooped (on neck and leg).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b> |
| 2(b)     | <b>Describe the results from the Activity Index in the euphoria condition for the Epinephrine Informed (Epi Inf) group compared to the Epinephrine Misinformed (Epi Mis) group. You <u>must</u> use data in your answer.</b><br><br>3 marks = comparison result with correct data<br>2 marks = comparison result with incorrect data/no data<br>1 mark = one result (e.g. for just for EPI-INF)<br><br>e.g. 3 marks:<br>The EPI-INF scored lower with a score of 12 compared to the EPI-MIS with a score of 22.<br><br>e.g. 2 marks:<br>The EPI-INF scored lower on the index compared to the EPI-MIS;<br>The EPI-MIS scored higher on the index compared to the EPI-INF.<br><br>e.g. 1 mark:<br>The EPI-MIS scored the higher/The EPI-INF scored lower. | <b>3</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------|---|
| 3        | <p><b>Explain one or more real-world applications of the study by Laney et al. (false memory). Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Examples include:</p> <p>Healthier diets;<br/>Helping cancer patients improve their diets / likelihood of eating;<br/>Treating PTSD.</p> <p>This will be band marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>5</td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td>3–4</td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved.</td></tr><tr><td>1–2</td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td>0</td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | 5 | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved. | 3–4 | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved. | 1–2 | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | 0 | No creditworthy real-world application or description of study only. | 5 |
| Marks    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 5        | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 3–4      | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 1–2      | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 0        | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |

|      |                                                                                                                                                                                                                                            |   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 4    | <b>From the study by Milgram (obedience):</b>                                                                                                                                                                                              |   |
| 4(a) | <p><b>Identify <u>two</u> characteristics of the learner in this study.</b></p> <p><b>1 mark per correct characteristic</b></p> <p>47 year old;<br/>Male;<br/>Accountant;<br/>Irish-American (stock);<br/>Mild-mannered;<br/>Likeable.</p> | 2 |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(b)     | <p><b>Describe the sample of participants used in this study.</b></p> <p><b>1</b> mark per correct point</p> <p>N=40;<br/>           (all) male;<br/>           Aged 20–50 years;<br/>           From New Haven area;<br/>           Wide range of occupations;<br/>           Postal clerks, teachers, salesman, engineers, laborers (<b>1</b> mark for any 2);<br/>           Range of educational levels;<br/>           Readers of a local newspaper;<br/>           Recruited via volunteer sampling.</p>                                                                                                                                                                                                                                | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the social approach.</b></p> <p><b>2</b> marks = clearly linked to social approach (either through example or assumption)<br/> <b>1</b> mark = partially linked to social approach/assumption of social approach only</p> <p>e.g.:<br/>           The study was looking at how an individual affects people's ability to be obedient (<b>1</b> mark). The experimenter would give prods to participants when they refused to stop to try to keep them giving larger and larger shocks (<b>1</b> mark).</p>                                                                                                                                                                                               | <b>2</b> |
| 5        | <p><b>Describe the procedure of the study by Andrade (doodling) from the point when the tape had finished playing.</b></p> <p><b>1</b> mark per correct procedural point made</p> <p>The experimenter collected in the response sheets;<br/>           They engaged participants (for 1 minute) in conversation;<br/>           The experimenter apologised for misleading them about the memory test / they were given a surprise recall test;<br/>           Half the participants were asked to recall names/party-goers first;<br/>           Half the participants were asked to recall the places mentioned first;<br/>           Debriefing then happened;<br/>           Participants were asked if they suspected a memory test.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6        | <p><b>Describe the psychology that is being investigated in the study by Bandura et al. (aggression).</b></p> <p>1 mark per 'psychology' point made<br/> 1 identification mark is available<br/> 1 mark available for an explicit example from the study</p> <p>Creditworthy 'psychology' includes Social Learning Theory, frustration-aggression, delayed imitation.</p> <p>e.g.:<br/> Social Learning theory was being investigated which centres around observing and imitating behaviours;<br/> People pay attention to a role model;<br/> They retain this information in their memory;<br/> They must feel like they are capable of imitating the behaviour;<br/> They must feel motivated to want to imitate the behaviour / feel will get rewarded for imitation.</p> <p>Aggression can be physical (hitting) and verbal (shouting).</p> <p>Delayed imitation is when someone witnesses a behaviour at one time point, but only reproduces that behaviour at a different time point.</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7        | <b>From the study by Pepperberg (parrot learning):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |       |
| 7(a)     | <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/> 1 mark = partial aim</p> <p>e.g.:<br/> To investigate whether a parrot could learn the concepts of same/different (2 marks);<br/> To investigate whether a parrot could comprehend symbolic understanding of same/different (2 marks);<br/> To see if a parrot can differentiate between objects (1 mark);<br/> To test animal cognition in a parrot (1 mark).</p>        | 2     |
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p>1 mark = appropriate methodological weakness<br/> 1 mark = applying it to Pepperberg</p> <p>e.g.:<br/> The sample size was one, making generalisability difficult (1 mark). Alex may have been 'qualitatively' different to other parrots so he may not represent a large population of them / wild parrots (1 mark);<br/> The study lacked ecological validity (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p><b>1</b> mark for what the application is (clearly based on Pepperberg)<br/> <b>1</b> mark for how it will be achieved</p> <p>e.g.:<br/> Teaching animals using the Model/Rival Technique can be used in other settings / therapy settings (<b>1</b> mark: how);<br/> Service dogs may be taught which tablets are same/different for people who need help identifying the correct medication (<b>1</b> mark: what);<br/> Teaching children using the Model/Rival Technique can be used in the classroom (<b>1</b> mark: how).</p>                                                                                                                                                                                                                                                                                                   | <b>2</b> |
| 8(a)     | <p><b>Outline what is meant by individual and situational explanations of behaviour, using any examples. Do <u>not</u> refer to the study by Piliavin et al. (subway Samaritans) in your answer.</b></p> <p><b>1</b> mark = defining individual + <b>1</b> mark example (non-Piliavin)<br/> <b>1</b> mark = defining situational + <b>1</b> mark example (non-Piliavin)</p> <p>e.g.:<br/> The individual explanation states that we behave because of our personality (<b>1</b> mark). For example, a person wants to go snowboarding because they are an extravert (<b>1</b> mark);</p> <p>The situational explanation states that we behaviour because of the environment we find ourselves in / our surroundings / other people around us (<b>1</b> mark). For example, in the Bandura study the children imitated the model later on because they had already witnessed/observed the model acting aggressively (so they did).</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------|---|---|-------------------------|---|---|
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Piliavin et al. supports the individual explanation of helping behaviour and how <u>one</u> result supports the situational explanation of helping behaviour.</b></p> <p>For each result:</p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational.</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br/>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational.</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td>0</td></tr> </tbody> </table> <p>e.g. individual:<br/>The observers recorded comments from people about their helping or non-helping behaviour. Examples of these were 'I wish I could help him but I am not strong enough' or 'It's for men to help'.<br/>These are individual beliefs about the incident and can help to explain helping/non-helping behaviour. Each person had a different 'take' on the incident and decided what to do based on that.</p> <p>e.g. situational:<br/>Only on 73% of trials did people help a black drunk victim whereas for the other three conditions (e.g. white drunk victim), on 100% of trials was help given when no model as present.<br/>Clearly, the situation that involved an interaction between a particular race and condition of victim stopped some people from helping. This situation had decreased helping behaviour in people in those trials.</p> | Level | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational. | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational. | 3 | 2 | The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational. | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | 1 | 0 | No creditworthy answer. | 0 | 8 |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 2        | The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Dement and Kleitman (sleep and dreams) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about generalisations.</b></p> <p>Strengths include: reliability, qualitative data, quantitative data<br/>Weaknesses include: ethics, validity (external), generalisability</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |



## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/13**

Paper 1 Approaches, Issues and Debates

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 60

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| <p><b>Published</b></p> |
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1        | <b>From the study by Schachter and Singer (two factors in emotion):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| 1(a)     | <p><b>Two stooges were used to manipulate emotional states. One of these stooges attempted to manipulate euphoria.</b></p> <p><b>Name the other emotional state manipulated in this study.</b></p> <p>1 mark for correct answer</p> <p>Anger/angry.</p>                                                                                                                                                                                                                                  | 1     |
| 1(b)     | <p><b>Name <u>two</u> categories an observer used to code the participants' behaviour during the euphoria conditions.</b></p> <p>1 mark per correct category named</p> <p>Joins in activity;<br/>Initiates new activity;<br/>Ignores stooge;<br/>Watches stooge.</p>                                                                                                                                                                                                                     | 2     |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>1 mark = partial conclusion<br/>0 marks = purely results</p> <p>e.g.:<br/>There are two factors involved when we experience emotions:<br/>a physiological/biological one and a psychological/cognitive one (2 marks);</p> <p>The findings supported the two-factor theory of emotion (1 mark);</p> <p>The highest pulse rate change was in the anger condition with EPI-IGN (0 marks).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(a)     | <p><b>In the study by Pepperberg, Alex the parrot was trained using the Model/Rival technique.</b></p> <p><b>Outline the procedure of this technique.</b></p> <p>1 mark per correct point</p> <p>One human acts as a trainer to a second human;<br/>They present objects and ask questions about the objects;<br/>They are given praise and rewarded for correct answers;<br/>They show disapproval of incorrect answers;<br/>They also act as a rival for the trainer's attention;<br/>The parrot is allowed to participate in any verbal exchanges.</p> | 3     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(b)     | <p><b>Name <u>one</u> colour, <u>one</u> shape and <u>one</u> material that Alex the parrot could already vocalise before the study began.</b></p> <p><b>1 mark per correct answer</b><br/>If more than one given, only mark the first answer.</p> <p><b>Colour:</b> green, red/rose, blue, yellow, grey (<b>1 mark</b>).</p> <p><b>Shape:</b> 2-corners, 3-corners, 4-corners, 5-corners, football, triangular, square, pentagon (<b>1 mark</b>);</p> <p><b>Material:</b> paper, wood, (raw)hide, cork (<b>1 mark</b>).</p> | <b>3</b> |

| Question   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------|---|
| 3          | <p><b>Explain one or more real-world applications of the study by Milgram (obedience).</b><br/><b>Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Suitable example include:</p> <p>War crimes;<br/>Explaining antisocial behaviours.</p> <p>This will be band marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td><b>5</b></td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td><b>3-4</b></td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.</td></tr><tr><td><b>1-2</b></td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td><b>0</b></td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | <b>5</b> | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved. | <b>3-4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved. | <b>1-2</b> | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | <b>0</b> | No creditworthy real-world application or description of study only. | 5 |
| Marks      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>5</b>   | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>3-4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
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| <b>0</b>   | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4        | <b>From the study by Piliavin et al. (subway Samaritans):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| 4(a)     | <p><b>Outline <u>one</u> way in which the participants were deceived in this study.</b></p> <p><b>2 marks = full answer</b><br/><b>1 mark = partial answer</b></p> <p>e.g.:<br/>The incident of someone falling over was not real (1 mark). The ‘participants’ witnessing it did not know that it was part of a study (1 mark).<br/>They thought the victim was drunk (1 mark).</p> <p>They thought that the model was just another person (like them) (1 mark).</p>                                                                                                                                                                                                                                                                               | <b>2</b> |
| 4(b)     | <p><b>Describe the sample of participants used in this study.</b></p> <p><b>1 mark per correct point</b></p> <p>(Approximately) 4450;<br/>Travelling on a (New York) subway;<br/>45% black / 55% white;<br/>Unsolicited / never knew / never asked to participate;<br/>Males <b>and</b> females;<br/>between X and Y stations / between X and Y times / in either direction.</p>                                                                                                                                                                                                                                                                                                                                                                   | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the social approach.</b></p> <p><b>2 marks = clearly linked to social approach (either through example or assumption)</b><br/><b>1 mark = partially linked to social approach / assumption of the social approach only</b></p> <p>e.g.:<br/>One of the assumptions of the social approach is that behaviour is influenced by other individuals. This was clearly shown here as fewer people helped when a model had already offered help (compared to when no model was present (2 marks).</p> <p>They were affected by the social context of witnessing a drunk person needing help (1 mark).</p> <p>When there was a larger group, it affected their behaviour as they were faster at helping (1 mark).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Describe how Saavedra and Silverman used the Child Anxiety and Phobia Program to diagnose the boy who had a phobia of buttons.</b></p> <p>1 mark per correct point</p> <p><b>Both</b> mother and child were interviewed;<br/>Using a standardised interview schedule for phobia;<br/>This was the ADIS-C/P;<br/>He was also assessed against DSM-IV;<br/>Both of these had to produce a 'positive' result of a phobia of buttons.</p> | 4     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6        | <p><b>Describe the psychology that is being investigated in the study by Dement and Kleitman (sleep and dreams).</b></p> <p>1 mark per 'psychology' point made<br/>1 identification mark is available<br/>1 mark available for an explicit example from the study</p> <p>Creditworthy 'psychology' includes sleep patterns, dreaming, REM, nREM, EEGs.</p> <p>e.g.:<br/>Rapid Eye Movement / REM sleep is a phase of sleep where a person is paralysed;<br/>Their eyes flicker and they can breathe but all other muscles are paralysed;<br/>Non Rapid Eye Movement / nREM sleep are the other stages of sleep and they differ in brain activity;</p> <p>Dreaming is a subjective experience of imagery while we are asleep;</p> <p>Electroencephalograms (EEGs) measure brain wave activity;<br/>They are used to measure the amplitude and frequency of brain waves.</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7        | <b>From the study by Baron-Cohen et al. (eyes test):</b>                                                                                                                                                                                                                                                                                                    |       |
| 7(a)     | <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/>1 mark = brief/partial aim</p> <p>e.g.:<br/>To investigate if people diagnosed with AS/HFA perform less well / poorly on the (Revised) Eyes Test (2 marks);<br/>To improve the original eyes test (1 mark);<br/>To investigate sex differences in the eyes test (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p>1 mark = identifying an appropriate methodological weakness<br/>1 mark = applying it to Baron-Cohen</p> <p>e.g.:<br/>The eyes test lacks mundane realism (1 mark). People do not judge emotions purely on eyes as they may use other cues like body language and speech to judge (1 mark).</p> <p>The sample size for the AS/HFA group was small (1 mark).</p>                                                                                                                                                                                                                        | 2     |
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p>1 mark for what the application is (clearly based on Baron-Cohen)<br/>1 mark for how it will be achieved</p> <p>e.g.:<br/>Teachers may wish to use the Eyes Test to see what level of social intelligence their students have (1 mark: how). Those scoring low could have extra lessons to help improve their detection of emotions (1 mark: what).</p> <p>Psychologists may wish to use the Eyes Test to help diagnose autism (1 mark: what). Patients could take the test alongside DSM/ICD criteria to ensure a correct diagnosis happens (1 mark: how).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 8(a)     | <p><b>Outline what is meant by individual and situational explanations of behaviour, using any examples. Do <u>not</u> refer to the study by Bandura et al. (aggression) in your answer.</b></p> <p>1 mark = defining individual + 1 mark example (non-Bandura)<br/>1 mark = defining situational + 1 mark example (non-Bandura)</p> <p>e.g.:<br/>The individual explanation states that we behave because of our personality (1 mark). For example, a person wants to go snowboarding because they are an extravert (1 mark);</p> <p>The situational explanation states that we behaviour because of the environment we find ourselves in / our surroundings / other people around us (1 mark). For example, in the Milgram study people were obedient because they were in a (prestigious) university.</p> | 4     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
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| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Bandura et al. supports the individual explanation of aggression and how <u>one</u> result supports the situational explanation of aggression.</b></p> <p>For each result:</p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.</td><td><b>4</b></td></tr> <tr> <td>3</td><td> <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p> </td><td><b>3</b></td></tr> <tr> <td>2</td><td> <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p> </td><td><b>2</b></td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td><b>1</b></td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td><b>0</b></td></tr> </tbody> </table> <p>e.g. individual:<br/>Around one-third of participants in the aggressive conditions imitated the <i>nonaggressive</i> remarks/speech made by the model. None of the nonaggressive/control group did. This could indicate that some of the participants (the 1/3) had a personality type, etc., that meant they were more likely to imitate <i>any</i> behaviour.</p> <p>e.g. situational:<br/>Participants were much more likely to imitate physical/verbal aggression after observing an aggressive model compared to a non-aggressive model. This could indicate that the situation of having to witness aggression increased the likelihood that the participant imitated aggressive acts (physical/verbal).</p> | Level    | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational. | <b>4</b> | 3 | <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p> | <b>3</b> | 2 | <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p> | <b>2</b> | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | <b>1</b> | 0 | No creditworthy answer. | <b>0</b> | <b>8</b> |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks    |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>4</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 3        | <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>3</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 2        | <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>2</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>1</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>0</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Yamamoto et al. (chimpanzee helping) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about using repeated measures.</b></p> <p>Strengths include: use of repeated measures, validity (internal), reliability, ethics</p> <p>Weaknesses include: use of repeated measures, ethics, validity (external)</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |