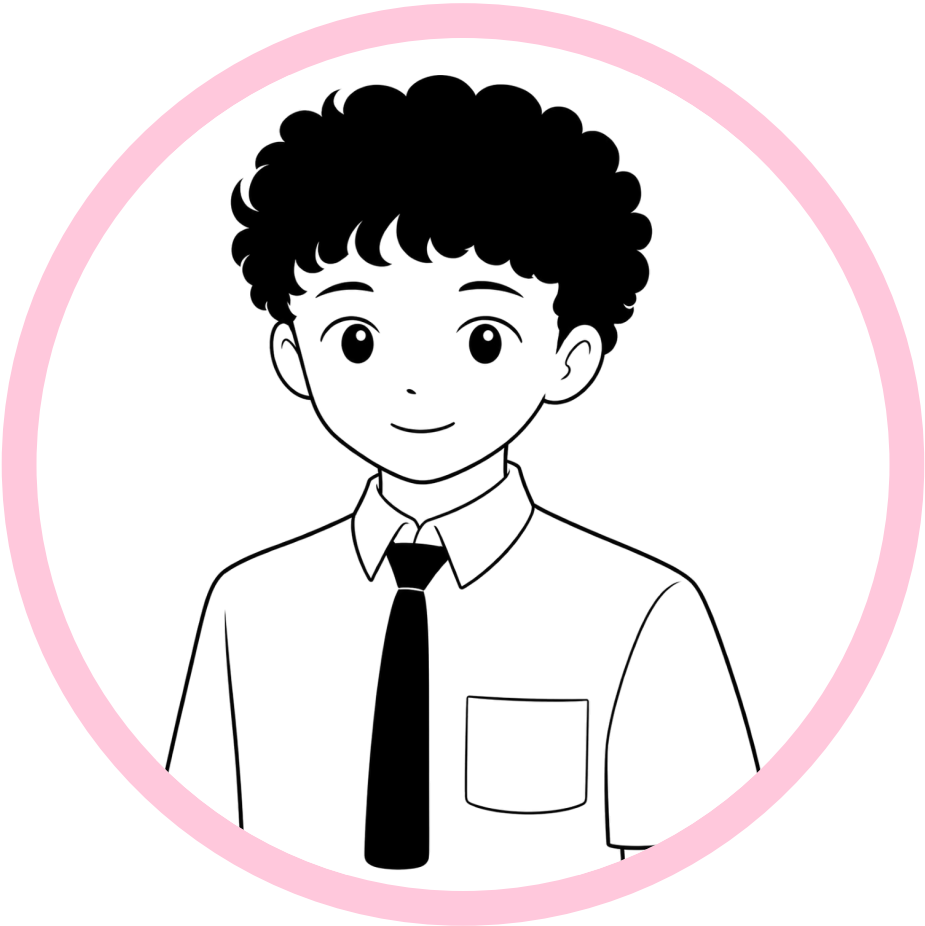
OCR A-LEVEL PSYCHOLOGY · H567

PSYCHOLOGY



EXAM QUESTION PACK

AREAS, PERSPECTIVES AND DEBATES: AREAS

SCORE	PERCENTAGE
/385	%

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1(a) Describe **one** application of the biological area.

[3]

et al.'s (2011) study into neural correlates of delay of

why this study has been placed in the biological area.

[6]

developmental area can be considered to support the nature/nurture debate. Support your answer with evidence from **one** appropriate core study.

[3]

(d) Discuss ways in which the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.

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[8]

(e) Discuss the usefulness of psychological research placed in the developmental area. Support your answer with evidence from appropriate core studies.

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[15]

lit brain study can be considered to be located within t
psychology. Support your answer with evidence from this study.

[5]

(b) Outline why research in the biological area is often considered reductionist. Support your answer with evidence from an appropriate core study.

[3]

or concepts of the individual differences area.

1 ----------

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2 ----------

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[4]

(b) Describe **one** application **and** explain how it is linked to the individual differences area.

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[4]

knesses of the individual differences area.

[8]

in psychological research.

Support your answer using core studies from both the individual differences area **and one** other area.

[15]

iological area. Support your answer with evidence fro

1 ----------

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2 ----------

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[6]

gical area is similar to the developmental area. Suppo
evidence from appropriate core studies.

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[11]

r concepts of the biological area.

[4]

(b) Briefly explain how Sperry's (1968) study of split brains can be related to the biological area.

[3]

earch in the biological area can be seen as socially se

answer with evidence from an appropriate core study.

[3]

(d) Outline what is meant by the nature versus nurture debate and state how this can be related to the biological area.

[3]

(e) * Discuss the idea that psychology is a science. Use evidence from core studies placed in the biological area and **one other** area or perspective from psychology to support your answer.

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[12]

the developmental area in relation to their strengths an

[15]

m the social area can be related to the concept of holis

[5]

(c) Explain how **one** core study from the social area can be related to the concept of reductionism.

[5]

ne core study and briefly explain how this relates to th

[6]

i. Outline **two** defining principles and concepts of the developmental area.

[4]

ii. Explain how Lee et al.'s (1997) study into lying and truth-telling relates to these principles.

[4]

social area.

[4]

Consider the strengths and weaknesses of the developmental area in psychology.

[8]

onal debate in psychology. Use examples of research area to support your answer.

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[15]

(c) Describe **one** application of the developmental area.

[4]

Adapted from blog by R Douglas Fields, 'Switching Off Anger With an Electrode', 7 January 2019, Psychology Today, www.psychologytoday.com.

Item removed due to third party copyright restrictions.

Link to material: http://www.psychologytoday.com/gb/blog/the-new-brain/201901/switching-anger-electrode

Adapted from blog: Fields, R D (2019) Switching Off Anger With an Electrode *(Online)*

Outline what is meant by the free will/determinism debate and explain how it may apply to this article.

[4]

nd concepts of the biological area and briefly explain

related to the article.

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[6]

study into delayed gratification and briefly explain how

to the article.

[7]

ive behaviour could be reduced through use of electric

Using your knowledge of psychology, suggest alternative ways in which aggressive behaviour could be reduced in young people who have a record of violent behaviour.

[8]

ave made above with reference to themes and debate

psychology.

[10]

Explain how Milgram's (1963) study into obedience can be related to the social area.

[3]

12(a) Outline **two** defining principles and concepts of the cognitive area.

[4]

(b) One strength of the cognitive area is that it favours the scientific method. Explain why this is a strength. Support your answer with evidence from an appropriate core study.

[3]

area is that studies can lack ecological validity. Explai

Support your answer with evidence from an appropriate core study.

[3]

13(a) Outline the defining principles and concepts of the area of individual differences.

[4]

(b) Describe **one** strength of using the individual differences area to explain behaviour.

[3]

g the individual differences area to explain behaviour.

[3]

(d) Outline one application of the individual differences area.

[3]

14 Describe how **one** of the core studies relates to the biological area.

[4]

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nd concepts of the cognitive area.

[4]

(b) Describe **one** application of the principles and concepts of the cognitive area.

[4]

d the psychodynamic perspective in terms of strengths

[8]

n The Autism Spectrum Want To Tell You

Adapted from E Wallwork, '15 Things Parents Of Children On The Autism Spectrum Want To Tell You', 2 April 2016, www.huffingtonpost.co.uk, Huffington Post.

Item removed due to third party copyright restrictions.

Link to material: https://www.huffingtonpost.co.uk/entry/parents-of-children-with-autism_uk_56fe9241e4b0884065f0bb09?guce_referrer_us=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvLnVrLw&guce_referrer_cs=UCSjq-_5D0gnV1Bh2zNPFw&guccounter=2

Adapted from an online article from the Huffington Post (April 2016)

Describe **two** features of the area of individual differences and briefly explain how they apply to this article.

(i) _____

_____

_____

_____

_____

_____

(ii) _____

_____

_____

_____

_____

_____

[6]

ology, suggest ways in which the lives of individuals wi

improved.

[8]

ave made in the part above with reference to issues a
studied in psychology.

[10]

Compare the biological area to the behaviourist perspective. Use examples from appropriate core studies to support your answer.

[8]

a is reductionist. Support your answer with evidence fr

study.

[4]

Describe **two** strengths of the developmental area. Support your answer with examples from relevant core studies.

[4]

developmental area is similar to the area of individual

answer with examples from relevant core studies.

[6]

chological research. Support your answer with exampl
studies from the area of individual differences.

[10]

Outline **one** principle of the individual differences area in psychology.

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[2]

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ifferences area has been applied to explaining human response with evidence from a relevant core study.

[5]

rovides a situational explanation of behaviour.

[3]

(d) Describe how the biological area provides an individual explanation of behaviour.

[3]

(e) * Compare the social area with the biological area. Use examples from relevant core studies to support your answer.

[12]

t of the social area in psychology.

[2]

(b) Outline how Bocchiaro et al.'s study links to the social area of psychology. Support your answer with evidence from this study.

[3]

l differences area is different from the biological area.

relevant core studies to support your answer.

[5]

Suggest why research in the individual differences area is often considered socially sensitive. Support your answer with examples from relevant core studies.

[5]

e individual differences area. Support your answer wit

core studies.

[4]

ces area with the behaviourist perspective. Support yo
from relevant core studies.

[6]

in relation to the social area. Support your answer wit

core studies.

[12]

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1	a		Describe <u>one</u> application of the biological area. <u>Possible applications:</u> • Rehabilitation for brain-damaged patients • Medication/ Drug treatments for mental illness/psychological disorders • 'Brain training' - i.e. encouraging neuroplasticity • Psychosurgery • Prepare for intervention/identify risk factors <u>Example answers:</u> Rehabilitation programmes are developed to help individuals who have brain damage caused by accidents, trauma, old age,etc (1) The biological area shows how physiological differences exist which affect how we think and behave (1) For example, research has shown that the distribution of grey matter in the hippocampus changes with use - the volume of the posterior hippocampus increases in response to demand for navigational skills. (1) An application of the biological area has been through advances in diagnosis and treatment for individuals with brain damage. (1) As the biological area shows how the brain locates function in certain areas of the brain and has plasticity. (1) Rehabilitation after brain damage aims to stimulate non-damaged brain areas training them to take over some of the responsibilities of damaged areas. (1) Other appropriate applications should be credited.	3	3 marks - • An accurate description of a relevant application. • Clear understanding of a principle or concept of the biological area. • Evidence/ elaboration 2 marks - • A reasonably accurate description of a relevant application. With either: • A clear understanding of a principle or concept of the biological area or • Evidence/ elaboration. 1 mark - • A vague description of a relevant application with no links to research and no principle or concept of the biological area. N.B. 1) Research does not need to be explicit/ named. 2) Cannot credit 'increases understanding' as this theoretical not application 0 mark - No creditworthy information. <u>Examiner's Comments</u> Many candidates gave theoretical rather than practical answers. Many descriptions were given of how research findings could be used to aid our understanding of brain function and structure which was not answering the question. Good responses referred to a clear application such as drug therapy, rehabilitation from brain damage or brain training, elaborated how they worked in practice and made a link to the principle/concept of the biological area which the application is based on. Assessment for learning Students should be encouraged to research at least one application for each area studied. This will give more depth in

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Question			Answer/Indicative content	Marks	Guidance
					the responses given for this style of question. When exploring applications, they should include the psychological concepts which the practice is based on so clear links can be made to the area. Exemplar 2 One application is drugs eg. SRI's for depression. These would be given to patients diagnosed with depression due to having prolonged feeling of unhappiness or a low mood for at least 2 weeks, every or most day. These would be given in a clinical setting. 20mg of fluoxetine would be given at first. These should work by 3-4 months of taking the SRI's. The dose can be increased to 60mg. These work by reducing the amount of serotonin that is broken down and reabsorbed (Extra Paper) Q10a - by the presynaptic neurone. This increases the amount of serotonin in the synapses. As serotonin regulates mood, the patient will have an increased, happier mood. This link to the biological area as it takes a biological treatment route by changing the levels of the neurotransmitter serotonin in the patient. Exemplar 2 shows how an accurate description of a relevant biological application has been given - 'drugs, SSRI's' - followed by elaboration of what it aims to treat 'depression/low mood'. There is a clear link made to the principle of the biological area 'changing the levels of neurotransmitter, serotonin'.
	b		**Outline the procedure of Casey et al's (2011) study into neural correlates of delay of gratificationand explain why this study has been placed in the biological area.** <u>Possible answers:</u> *Key features of procedure:* • Completed self-control scales in their twenties and thirties • Participated in two experiments when in their forties. • Experiment 1: participants took part in a behavioural version of a 'hot' and 'cool' impulse control test • Involved a 'Go/No-go' task • 'Cool' version consisted of male and female stimuli presented, one sex as a 'go' (target) stimulus which participants were instructed to press a button, and the other sex as a 'no-go' (non-target) stimulus where participants were	6 4 AO1 + 2 AO2	<u>For description of the procedure of Casey et al's study:</u> **4 marks** for a detailed and accurate description which identifies at least 5 features of the procedure, including **<u>both</u>** essential features. **3 marks** for an accurate description which identifies at least 4 features of the procedure, including **<u>at least one</u>** of the essential features. **2 marks** for a brief description of the study which identifies at least 3 of the key/essential features. **1 mark** for a vague description of the study which identifies one or two key/essential features **0 mark** - no creditworthy response.

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Question	Answer/Indicative content	Marks	Guidance
	instructed to withhold a button press. • Experiment 2: 'Hot' version of the 'Go/No-Go' task. • Fearful and happy facial expression served as stimuli *Essential features of Procedure:* • Use of fMRI imaging technique (operationalised DV) • Classifying as high or low delayers as children (IV operationalised) *Links to the biological area:* As the biological area assumes that behaviour can be largely explained in terms of physiological processes such as brain function, this study can be placed in the biological area as it shows that 'hot ' and 'cool ' processing systems in the brain influence self-control. Use of FMRI scan shows activity levels in brain areas responsible for delay of gratification. For example, there was diminished recruitment of the Inferior Frontal Gyrus in low delayers showing how physiological functions can influence our behaviour.		PLUS <u>For application to the biological area:</u> **2 marks** a clear link which is clearly explained. **1 mark** for a brief but relevant link **0 mark** - no creditworthy response information. <u>Examiner's Comments</u> Candidates who knew the core study responded well to this question. Responses varied in accuracy rather than detail; some candidates were inaccurate when referring to the Go/No-go task or mixed up the 'hot' and 'cool' task. Application to the biological area was achieved well by many candidates by showing an understanding of the findings of Casey et al. and making clear links to principles of the area (behaviour explained in terms of physiological processes such as brain function). When less clear application to the area was made, key terms were not well explained in relation to the core study 'we are influenced by brain function'. The best responses made direct references back to the procedure and findings of the study e.g. localisation of function and 'hot' and 'cool' processing systems.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Explain how research from the developmental area can be considered to support the nurture side of the nature/nurture debate. Support your answer with evidence from <u>one</u> appropriate core study.** <u>Possible answer:</u> <u>Nurture:</u> sees behaviour as resulting from experience as opposed to being innate <u>Developmental area:</u> This area suggests that behaviour can develop and change over time (therefore supporting experience/nurture) <u>Research links:</u> *Kohlberg:* Middle-class children move through the sequence of stages faster and further than working-class children suggesting an environmental influence. *Lee et al:* Found that social and cultural norms influence children's development of moral judgements which impact on lying and truth-telling *Bandura et al:* found that children imitated the aggressive behaviour of an aggressive model reflecting the role of nurture in the development of aggression *Chaney et al:* Found that the use of functional incentive devices, offering rewards to children whilst medicating, improves the health of children. Environmental factors play a role in adherence to medical advice *Freud:* suggests that during psychosexual stages of development, children are likely to be influenced by others in the environment. Other appropriate points should be credited.	3	**3 marks** - An accurate explanation which shows: • An understanding of the nurture side of the debate • An understanding of the developmental area • Supported with evidence from an appropriate core study. **2 marks** - A reasonably accurate explanation with two of the above. **1 mark** - • A basic/partial/vague explanation which gives a brief outline e.g 'The developmental area looks at how factors such as role models can affect a child's behaviour' or 'Research by Bandura found that role models can influence behaviour by causing children to imitate aggressive behaviours' **0 mark** - No creditworthy information, e.g. an explanation of the nature side of the debate, or just describing a developmental study without any link to the debate. <u>Examiner's Comments</u> The majority of candidates showed a clear understanding of the nurture side of the nature/nurture debate giving clear outlines of the debate. This question differentiated the better prepared candidates as those achieving full marks demonstrated a clear understanding of the developmental area and linked the debate clearly to the principle/concept of the developmental area with appropriate support. A mistake made by some candidates was to describe a core study without clearly linking to the debate.

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Question			Answer/Indicative content	Marks	Guidance
	d		**Discuss ways in which the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.** <u>Likely similarities all of which should be supported by appropriate evidence:</u> Both areas: • Offer the opportunity to conduct research using experiments. • Allow research to be conducted in controlled environments. • Allow researchers to establish cause and effect between variables/ scientific approach • Offer the opportunity to collect objective, quantitative data. • Can support the nature/nurture debate. • Add to the individual/situational debate. • Can raise ethical concerns/ be socially sensitive. • Can give reductionist explanations for behaviour • Can give deterministic explanations for behaviour Research in both areas can have unrepresentative samples. • Use observation to gather data. • Can use a longitudinal approach • Can have unrepresentative samples. • Other appropriate similarities should be credited.	8	**7-8 marks** - A good discussion which: • Identifies at least two appropriate similarities. • Supports these with appropriate evidence from any appropriate core studies from *both* areas. • Points are considered and well-developed. **5-6 marks** - A reasonable discussion which: • Identifies at least two appropriate similarities. Supports these with appropriate evidence from any appropriate core studies from *both* areas. OR • Identifies at least two points but only one similarity is well considered and supported by appropriate core studies. **3-4 marks** - A limited discussion which: • Identifies at least one appropriate similarity. Supports this with appropriate evidence from any appropriate core studies from *both* areas. OR • Two similarities which are considered and developed but lack supporting evidence. **1-2 marks** - A basic/vague response which • Identifies a similarity, e.g. both the biological and developmental areas offer the opportunity to collect objective data. **0 mark** - No creditworthy information. N.B Do not credit ways they are not similar <u>Examiner's Comments</u> Candidates used a range of similarities when answering this question from methodological issues and debates in the areas. Studies were used reasonably well when illustrating points made. Some

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Question			Answer/Indicative content	Marks	Guidance
					candidates showed an ability to develop the points made and consider the similarities between areas thoroughly. Responses scoring in the lower bands did not follow a strong structure within their written response while making comparison points making vague links to research. Another mistake made by candidates was discussing a difference as a second point instead of a second similarity.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	e		**Discuss the usefulness of psychological research placed in the developmental area. Support your answer withevidence from appropriate core studies.** <u>Reasons why research placed in the developmental area **is useful** are likely to include:</u> • Findings can inform us about how external factors can influence our behaviour. • Findings allow for practical applications to be developed to help manage behaviours. • If the study is conducted in a participant's natural environment, the study will be high in ecological validity. • If an experiment is used, single variables can be isolated and tested to allow cause and effect conclusions to be drawn. • If the study uses a longitudinal design, there is an indication of how behaviour(s) develop over time. • If quantitative data is gathered, comparisons can be made, and practical applications developed. • If qualitative data are gathered, a detailed insight is gained into the topic being researched. <u>Reasons why research in the developmental area **may not be useful**:</u> • If samples are limited findings will lack generalisability. • If the research investigates a socially sensitive issue findings may have wider (negative) implications either for the individuals involved/participants or society in general. • If the study uses a snapshot design, there is no indication of how the behaviour(s) develop/continue over time. • If only one type of data is gathered usefulness is limited. • Any appropriate factors informing about the usefulness/ lack of usefulness of developmental area should be considered. <u>Developmental area studies:</u> Kohlberg, Lee et al, Bandura, Chaney, Freud	15	**12-15 marks** for a **thorough and balanced** discussion that is **relevant** to the demands of the question. Arguments are coherently presented with **clear understanding** of the points raised. A **range** (at least 3) points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant **evidence is used to good effect** to support the points being made. There is consistentuse of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated. **8-11 marks** for a **good** and **reasonably balanced** discussion that is **mainly relevant** to the demands of the question. Arguments are presented with **reasonably clear understanding** of the points raised. A **range** of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant **evidence is used mostly to good effect** to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate. **4-7 marks** for a **limited** discussion that is has **some relevancy** to the demands of the question. Arguments are presented but with **limited understanding** of the points raised. There is evidence of attempts to draw conclusions. Relevant **evidence is used** as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate. **1-3 marks** for a **basic** discussion that is **rarely relevant** to the demands of the question. Arguments are presented but with **weak understanding** of the points raised. Relevant **evidence is weak or not apparent** at all. There is limited or no use of psychological terminology and structure is poor. Information presented in rarely appropriate. **0 mark** - No creditworthy information.

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Question			Answer/Indicative content	Marks	Guidance
					NB. Arguments for/against should be identified, explained and supported by appropriate evidence from a developmental area study. • If only one study used in the discussion cap at 7 marks. • If all points are made through the context of a study/studies (with no generic points), i.e. study-specific, then the answer should be capped at 7 marks. <u>Examiner's Comments</u> Some candidates were able to consider a range of points affecting the usefulness of psychological research, supporting their response with appropriate core studies from the developmental area. Only a few candidates did not refer to the developmental area. Responses in the lower band tended to focus on practical applications of research and many candidates defaulted to evaluating the usefulness of each core study in turn which limited their discussion. Successful responses offered a range of valid conclusions summarising the issues raised from research in the developmental area. OCR support There are a range of OCR teaching activities available on Teach Cambridge to review the areas covered with clear learning objectives and worksheets to introduce the area, help students use research to illustrate points and clearly review the usefulness of the areas in psychology. These can all be downloaded and used in the classroom.
			Total	35	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
2	a		**Explain how Sperry's (1968) split brain study can be considered to be located within the biological area of psychology. Support your answer with evidence from this study.** Example 5-mark answer - GOOD: The biological area explains behaviour in terms of biological factors. Therefore, damage to the brain and nervous system can have a significant effect on behaviour and experiences. Sperry was looking to explain that the difficulties experienced by individuals with a 'split brain' were because their brains work differently to those of 'normal' people. As a result of having their corpus callosum severed, the two hemispheres of the brain work independently and unlike a 'normal' person do not transfer information from one side to the other leaving them unable do certain things a 'normal' person can. E.g., Sperry found that if an object was presented to the left visual field of a 'split brain' individual, although the information was registered by the right hemisphere, they were unable to name what they had seen because the information could not be transferred to the left hemisphere which controls language. A 'normal' person would have no difficulty naming the object. Example 3-4-mark answer - REASONABLE: The biological area assumes that behaviour can be largely explained in terms of biology and therefore psychology should study the brain, nervous system and other biological systems such as genes and hormones in an attempt to explain behaviour. Sperry's study can be considered to be located within the biological area of psychology because he was looking to explain that the difficulties experienced by individuals with a 'split brain' were because their brains work differently to those of 'normal' people. He found that split brain participants had difficulty with visual and tactile tasks compared to 'normal' people, suggesting their brains worked differently. Example 1-2-mark answer - LIMITED: What is psychological is first biological, so behaviour can be seen as the result of	5	**5 marks - GOOD** Response demonstrates good application of psychological knowledge and understanding of Sperry's study. Application will be accurate. Explicit links are made to how the study can be considered to be located within the biological area of psychology. The response is clearly supported by evidence from the study. **3-4 marks - REASONABLE** Response demonstrates reasonable application of psychological knowledge and understanding of Sperry's study. Application will have some accuracy. Partially explicit links are made to how the study can be considered to be located within the biological area of psychology. The response is supported by evidence from the study. **1-2 marks - LIMITED** Response demonstrates limited application of psychological knowledge and understanding of Sperry's study. A partial link is made to how the study can be considered to be located within the biological area of psychology. The response may not be supported by evidence from the study. **0 mark -** No creditworthy information Examiner's Comments Candidates often did not meet all the criteria for a top band response. Candidates needed to demonstrate a good understanding of a principle or concept of the biological area, going beyond 'it is biological' to explaining genes, neurotransmitter and brain activity. Most explanations of the biological area given were too brief. Explicit links were required between the biological area and Sperry's study. Most candidates struggled to provide clear support from Sperry's study, with some confusion with regards to terminology use (e.g. 'right eye' and not right visual field).

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Question			Answer/Indicative content	Marks	Guidance
			biological factors. Sperry showed that if 'split brain' individuals were shown an object to their left visual field so that the information was received by the right hemisphere, they were unable to name the object.		
	b		**Outline why research in the biological area is often considered reductionist. Support your answer with evidence from an appropriate core study.** *Understanding of the term 'reductionism':* • Research that is reductionist tries to explain complex behaviour by breaking it down into simpler component parts. • Research that is reductionist considers behaviour in terms of its smallest constituent parts. • Reductionist research only investigates one factor in behaviour, rather than the interaction between multiple factors. *How the biological area can be seen as reductionist:* • Research in the biological area can be considered reductionist because it often only focuses on understanding behaviour by isolating one biological factor/ testing this in isolation. • Research in the biological area can be seen as reductionist because it often focuses on nature as an explanation for behaviour, and ignores the role played by external factors (nurture). *Appropriate supporting evidence:* • Sperry reduced the experience of split brain patients down to the participant's responses to visual stimuli to how they processed information in only one hemisphere at a time. • Casey et al. reduced the ability to delay gratification down to the functioning of particular areas of the brain. They found that low delayers had high levels of activity in the ventral striatum - the reward-related region - compared to high-delayer participants.	3	**3 marks -** The response demonstrates a clear and accurate explanation of why the biological area is often considered reductionist, supported by appropriate evidence: • Shows a clear understanding of the term 'reductionism'. • Explains how the biological area can be seen as reductionist. • Supports the outline with appropriate evidence. **2 marks -** An answer which address at least two of the above points. **1 mark -** A partial or vague answer which addresses at least one of the above points or is an uncontextualised answer. **0 mark -** No or incorrect answer. <u>Examiner's Comments</u> Most candidates were able to outline why the biological area is reductionist. Some were able to provide an accurate example from an appropriate core study. The question also required candidates to show clear understanding of the term reductionism and this was not outlined well by candidates.
			Total	8	

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
3	a		**Explain two defining principles or concepts of the individual differences area.** Possible principles/concepts: • People are unique/ everyone is different/ we are not the same • Individual personality • Measuring differences • Idiographic approach • Quantifying psychological attributes • Investigating complex behaviours • Use of case studies. • Supports dispositional explanations of behaviour • Holism/ Interactionist approach	4 (AO1) 2+2	2+2 **2 marks** for a clear, accurate and developed explanation of one defining principle or concept of the individual differences area. e.g. 1. People are unique; therefore, it is difficult to compare individuals. 2. It attempts to quantify psychological attributes meaning scientific data can be obtained. **1 mark** for a brief or vague explanation of one defining principle or concept of the individual differences area. There may be some muddling or inaccuracy. **0 mark** - no creditworthy response. <u>Examiner's Comments</u> The majority of candidates were able to give a brief outline of the principles of the individual differences area such as 'people are unique', 'psychological attributes can be quantified/measured'. Only some candidates developed the principle/concept given further to show a greater understanding of the area. **Misconception** There were candidates who made the mistake of referring to concepts relating to the psychodynamic perspective (e.g. ongoing conflict within the tripartite personality, defence mechanisms are used to protect the conscious mind). These are more study specific concepts relating to Freud's case study on Little Hans and so did not achieve credit.
	b		**Describe one application and explain how it is linked to the individual differences area.** Possible applications: • Therapy, including counselling, psychotherapy and psychoanalysis. • Treating students as individuals/perso nalisation/differentiation in education.	4 (AO1)	**4 marks** for a detailed and accurate description of a relevant application with a clear and precise explanation as to how it is linked to the principles or concepts of the **individual differences area.** **3 marks** for a detailed and accurate description of a relevant application with a limited explanation of how it is linked to the

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Question			Answer/Indicative content	Marks	Guidance
			• Personality testing in recruitment. • Supporting individuals with atypical behaviours e.g. Autism.		individual differences area. Or An accurate description with a clear explanation as to how it is linked to the principles or concepts of the individual differences area. 2 marks for an accurate description of a relevant application Or Identifying an application followed by a limited explanation of how it is linked to the principles or concepts of the individual differences area. 1 mark for identifying an application. 0 mark - no creditworthy response. <u>Examiner's Comments</u> A common mistake made by candidates on this question was for descriptions of how research findings could be used to support or develop our understanding of differences between individuals to be given. Good responses referred clearly to applications such as counselling, psychotherapy or psychometric testing in the workplace, and then detailed how they worked in practice. Assessment for learning Students should be encouraged to research at least one application for each area studied. This will give them more ability in providing developed responses for this style of question. When researching their application, they should include the psychology the practice is based on so that clear links can be made to the area.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Discuss the strengths and weaknesses of the individual differences area.** Possible strengths: • Optimistic - potential for change • Success in treating individuals • Avoids over-generalisations • Focused on understanding individuals/understanding complex disorders • Recognises the importance of subjective experience in studying behaviours • Holism - multiple factors (takes an interactionist approach) Possible weaknesses: • Too complex to study people reliably • Cannot establish causal relationships • Unable to generalise • Lacks objectivity • Makes people responsible for actions/ignores determinism • Socially sensitive findings	8 (AO3)	**7-8 marks** for a thorough and balanced consideration of at least one strength and one weakness of the individual differences area. Arguments are developed and coherent. There is clear and valid analysis as part of the discussion. **5-6 marks** for a consideration of at least one strength and one weakness of the individual differences area. There is some coherency to the arguments made There is some attempt to include analysis as part of the discussion. **3-4 marks** for accurately outlining at least one weakness and one strength of the individual differences area. **OR** accurately outlining two strengths or two weaknesses. **OR** a thorough consideration of one strength or one weakness. **1-2 marks** for accurately identifying at least one strength or weakness of the individual differences area. **0 mark** - no creditworthy response. N.B Do not credit usefulness unless they have said why it is useful e.g. potential for change, success in treatments. <u>Examiner's Comments</u> There was a range of responses to this question. The strongest responses made clear points and used studies in an illustrative way, developing on their point well and offered a balanced consideration of at least one strength and one weakness. Some candidates showed an ability to analyse the points made and concluded/gave value judgements about what the strength/weakness means for the area. (e.g. By understanding complex disorders earlier, we can use the information to prevent future unwanted behaviour in their adulthood). Responses scoring in the lower bands tended to take a more study-based approach with commentary relating to core studies rather than the area (e.g. Research like Freud only tests a small number of individuals) or stated a strength/weakness without developing it

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Question			Answer/Indicative content	Marks	Guidance
					clearly into the area (e.g. A strength is the individual differences area is holistic). OCR support There are a range of OCR teaching activities available to review the areas covered with clear learning objectives and worksheets to introduce the area, help students use research to illustrate points and clearly review the strengths and weaknesses of the areas in psychology. These can all be downloaded and used in the classroom.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	d		**Discuss ethical considerations in psychological research.** **Support your answer using core studies from both the individual differences area and one other area.** Ethical considerations include: • respect, including confidentiality, consent and right to withdraw • competence • responsibility, including protection of participants and debriefing • integrity, including avoiding deception and sharing aims • social sensitivity - as an alternate answer regarding stigma towards a group caused Relevant studies from individual differences area: Freud's study of Little Hans (i) Consent gained from parents of child (ii) Questions and prompts may have made Little Hans embarrassed etc causing harm (iii) Confidential as given different name is write up (iv) no debrief (v) no deception as Little Hans knew Father was writing to Freud (vi) was Freud competent to analyse when biased towards own theory? Baron-Cohen's study of autism (i) Consent gained and participants could withdraw, did participants understand purpose/give informed consent? (ii) no unethical stimuli, debriefed assumed and competent, established researchers (iii) participants were shown respect and psychologists acted responsibly Gould's review of Yerkes' study of intelligence (i) issues around informed consent and how testing would/could be used, debrief, (ii) psychological harm could have been caused to those with low IQ scores and the implications of this (iii) integrity questionable when proponent of Eugenics carrying out research Hancock et al's study of the language of	15 (AO3)	**12-15 marks** for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the ethical considerations raised. A range (at least 3) of points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant studies are used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated. **8-11 marks** for a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the ethical considerations raised. A range (at least 3) of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant studies are used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate. **4-7 marks** for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the ethical considerations raised. Two or more points are considered and may be developed as part of the discussion. There is evidence of attempts to draw conclusions. Relevant studies are used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate. **1-3 marks** for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the ethical considerations raised. One or a limited range of points are considered with no real development. Use of relevant studies is weak or not apparent at all. There is limited or no use of psychological

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Question	Answer/Indicative content	Marks	Guidance
	psychopaths (i) participants were active volunteers and not coerced (ii) could the interviews be seen as reinforcing psychotic/criminal behaviours? (iii) harm due to having to recall crimes (if not a psychopath!) Other core studies can be credited if argued to be within this area Credit any valid ethical considerations discussed Examples of developed evaluation: • Breaking ethical guidelines can lead to more valid data. • Demand characteristics are reduced when participants are not informed. • There are implications of breaking ethical guidelines e.g. people may not want to participate in the future. • Breaking ethical guidelines can affect the integrity of psychological research. • Comparison of how ethical considerations are different or similar between areas. Then discussion of studies from one other area e.g. Social		terminology and structure is poor. Information presented is rarely appropriate. **0 mark** - no creditworthy response. N.B. If all ethical considerations are made through the context of a study/studies then the answer cannot be placed in the top band. If there is no specific consideration of the Individual differences area or a second area discussed in the response then the answer cannot be placed in the top band. No credit given to a third area discussed. <u>Examiner's Comments</u> The majority of candidates were able to identify a range of ethical considerations in psychological research and the majority supported their response with core studies from the individual differences area and one other area. Only a few candidates discussed research from a third area or did not refer to the individual differences area. Many candidates defaulted to evaluating each core study in turn which limited their discussion of the ethical issues being reviewed. Most candidates demonstrated an understanding of the studies and the arising ethical considerations within research. Responses in the lower band tended to list the ethical considerations without making meaningful links to psychological research. Successful responses offered a range of valid conclusions which summarised the issues raised from ethical considerations well. The minority of candidates did this by evaluating ethical issues in research (e.g., referring to more valid data being gathered by breaking ethical guidelines, reducing demand characteristics when not informing participants). Some candidates did this by including comparison between the areas (e.g. Social area uses deception more in research as they carry out more research in the field compared to the individual differences area).

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Question			Answer/Indicative content	Marks	Guidance
					Exemplar 2 Psychological research can be considered to be ethical. Being ethical involves following guidelines laid out by the BPS such as informed consent. As the individual differences area studies individuals in depth, informed consent is often gained to allow for case studies to be completed. For example, Freud gained informed consent from Little Hans' father who was fully aware of the research. Being ethical is a strength as it upholds the reputation of psychology and will allow for ~~more funding into research~~ further research into the area. However, ~~some contemporary research into the individual differences~~ Furthermore, Baron-Cohen studied theory of mind in autistic people who had full informed consent given for the research which further highlights how the individual differences area is ethical. By being ethical, future participants may be more willing to volunteer to be a part of psychological research. However psychological research can also be considered to be unethical. The social area can be seen as unethical as it often deceives participants in order to study the effect of a social environment on behavior. For example, Milgram's study with obedience deceived participants by making them believe they were shocking Mr Wallace who was infact a confederate and not being electric shocked. A strength of using deception is it limits demand characteristics and improves validity of the findings. Furthermore, Pilliavin conducted research on a train where participants were unable to leave during the experiment, this means they had no right to withdraw. ~~Hence~~ A problem with breaking ethical guidelines is that it damages the reputation of psychology can can result in no funding for further research into the area which would then limit the ~~[illegible]~~ research available for psychologists to carry out. Exemplar 2 shows how a discussion on ethical issues can be given which is relevant to the demands of the question. Point has been illustrated with psychological research from the individual differences area. Studies could be more to support more coherently. Valid conclusions have been made showing an understanding of the issue raised with use of psychological terminology.
			Total	31	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
4	a		**Describe <u>two</u> strengths of the biological area. Support your answer with evidence from appropriate core studies.** Likely answers: • A strength of the biological area is that it uses scientific research methods which enhances the image of Psychology as a science. Studies are usually conducted in a laboratory setting using specialised equipment. For example, Sperry, in his study into hemisphere deconnection used as tachistoscope to project images onto a screen which were then flashed to either the participant's RVF or LVF/Casey et al. used a fMRI scanner to measure levels of activity in the right inferior frontal gyrus and ventral striatum. • A strength of the biological area is that it allows for the study of cause and effect. One is able to study the effect of an independent variable (IV) on a dependent variable (DV). For example, Casey **et al.** were able to study the effect of being either a low or a high delayer (a naturally occurring IV) on the performance on the impulse control task (DV) and having found that low delayers made the most errors on the 'happy face' Go/No-Go trial, they were able to suggest that this poorer performance was caused by those participants being low delayers. • A strength of the area is that it leads to advances in understanding and practical applications which can be useful not only for the individuals concerned but society as a whole. For example, Sperry's work showed that, although in reality, there were few debilitating effects of having a commissurotomy, one must be cautious when performing brain surgery as damaging parts of the left hemisphere may leave the patient unable to speak/Casey *et al.* showed how the ability to delay immediate gratification in favour of long-term goals may be useful for an individual's well-being. • A strength of the biological area is that	6 (3+3)	**For each strength:** **3 marks –** The clear and accurate answer which: (a)Identifies a relevant strength, (b)Elaborates on the strength, (c)Supports the strength with appropriate evidence from Sperry or Casey *et al.* **2 marks –** A reasonable explanation which may lack clarity, e.g. A strength of the biological area is that it allows for quantitative data to be gathered. Sperry was able to compare 'normal' people with those who had had a split-brain operation and showed that those with a split brain were unable to identify in speech or writing information presented to the left visual field whereas 'normal' people could. **1 mark –** A vague answer **or** one that is <u>uncontextualised,</u> e.g. A strength of the biological area is that it uses scientific research methods which enhances the image of Psychology as a science. Studies are usually conducted in a laboratory setting using specialised equipment (no Contextualisation). 0 **marks –** No or incorrect answer. <u>Examiner's Comments</u> The most common strengths candidates had identified were 'scientific research methodology and practical applications/understanding'. Candidates that choose these strengths were often able to provide sufficient evidence from Sperry or Casey et al. to support it. The majority of candidates were not gaining full marks as they were not fully elaborating their identified strength. A minority of candidates were using studies that were not clearly argued as belonging to the biological area (e.g. Baron Cohen, Freud).

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Question			Answer/Indicative content	Marks	Guidance
			it allows for quantitative data to be gathered. This allows for comparisons to be made between individuals and/or groups. For example, the fMRI results in Casey **et al.'s** study showed that compared to high delayers, low delayers had diminished recruitment (low activity) of the inferior frontal gyrus for correct No-Go relative to Go trials. • Other appropriate strengths.		
	b		**Discuss to what extent the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.** Likely similarities: • Both allow experiments to be conducted, e.g. Sperry/Casey *et al.* + Bandura *et al.* /Chaney *et al.* • Both gather quantitative data, e.g., Casey *et al.* + Bandura *et* a/./Chaney *et al.* • Both allow for the use of specialised equipment, e.g., Sperry/Casey *et al.* + Bandura *et* a/./Chaney *et al.* • Both allow for studies to be conducted in controlled environments, e.g., Sperry/Casey *et al.* + Bandura *et al.* • Both use scientific methodology to measure behaviour by manipulating an IV to see its effect on a DV, e.g., Sperry/Casey *et al.* + Bandura/ Chaney *et al.* • Both can lack ecological validity, e.g., Sperry/Casey *et al.* + Bandura *et al.* • Other appropriate similarities. Likely differences: • The biological area frequently studies adults whereas the developmental area tends to concentrate on children, e.g. Sperry/Casey *et al.* + Chaney *et* a/./Bandura *et al.* • The developmental area offers more opportunities than the biological area to conduct ecologically valid data, e.g. Sperry + Chaney *et al.* • The biological area supports nature whereas the developmental area supports nurture (and nature) e.g. Sperry/Casey *et al.* + Bandura/ Chaney *et al.*	11	GOOD **10–11 marks** for a response that demonstrates **good** analysis that is relevant to the demand of the question. Clear, detailed accurate similarities are made. Analysis/argurnent is **coherently** presented with **clear** understanding of the points raised (they are all identified AND explained). A range of at least three points of comparison *(any combination of BOTH similarity(ies) and difference(s))* are considered in detail. Discussion is highly skilled and shows good understanding. **All** points are supported by relevant and appropriate evidence. REASONABLE **7–9 marks** for a response that demonstrates **reasonable** analysis that is **mainly** relevant to the demand of the question. Analysis/argument is **mainly** coherently presented with **reasonable** understanding of the points raised (all points are identified AND mainly explained). At least three points of comparison that are one-sided *(only similarity(ies) OR difference(s))* are considered. **All** points are supported by relevant and appropriate evidence though this may, in places, be somewhat sparse of vague. LIMITED **4–6 marks** for a response that demonstrates **limited** analysis that is **sometimes** relevant to the demand of the question. Analysis/argurnent lacks clear Structure/organisation and has **limited** understanding of the points raised. At least two points of comparison *(either two similarities OR two differences OR one similarity and one difference)* are considered. Points are **occasionally** supported by relevant and appropriate evidence.

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Question	Answer/Indicative content	Marks	Guidance
	• Other appropriate differences. Example answers: GOOD • Both the biological and the developmental area allow for the collection of quantitative data. For example, Casey *et al.* found in Experiment 1 that both high and low delayers were highly accurate in their correct responses to Go trials in both 'cool' and 'hot' conditions (99.8% and 99.5% correct, respectively) and Bandura *et al.* found that boys who had witnessed a male aggressive model were significantly more likely to display imitative physical aggression than girls who had witnessed a male aggressive model (aggression scores 25.4 and 7.2 respectively). Both areas allow for the use of specialised equipment. For example, Sperry used a specially designed tachistoscope to test visual and tactile abilities and Chaney *et al.* devised the Funhaler to test whether adding enjoyment to using an inhaler would improve adherence to medical regimes subsequently improving asthmatic conditions. Furthermore, both areas can lack ecological validity. Sperry's participants sat in front of a tachistoscope and had images flashed to either their right or left visual field to test visual capabilities of split-brain patients. Whilst Bandura *et al.* had three rooms set out in an ordered way to test whether children who witnessed a model displaying aggressive behaviour would imitate that behaviour. Neither of these examples really relate to real life situations. On the other hand, the developmental area offers more opportunities than the biological area to conduct ecologically valid data. For example, Chaney *et al.* allowed the children to use the Funhaler in their own homes which offered high ecological validity whereas Sperry conducted his study in a high controlled environment using specially designed equipment and made participants cover one eye whilst trying to respond to visual and tactile		BASIC **1–3 marks** for a response that demonstrates **basic** analysis that is rarely relevant to the demand of the question. AnalysisZargument lacks clear StructureZorganisation and has **basic** understanding of the points raised (identified similarities are seldom explained). *Only one similarity/difference is likely to be identified.* The identified similarities are **not** supported by relevant andZor appropriate evidence/supporting evidence is hardly perceptible. **0 mark -** No or incorrect answer. <u>Examiner's Comments</u> The 'discuss' command word required candidates to argue how the areas are similar and how they were different, with at least comparisons to access the top band. One issue presented by the majority of candidates was providing an introductory paragraph containing the principles of the biological and developmental areas but this information was not required and did not gain any marks. The most common similarities between the biological area and the developmental area are that they both gather quantitative data collection, both use experimental methods and they are both useful. The most common differences between the biological area and the developmental area are that the biological area supports nature whereas the developmental area supports the nurture debate and the biological area studies adults whereas the developmental area studies children. The command words 'Discuss to what extent' requires analysis so comparing principles from the areas gained 0 marks because the principles of each area are AO1. Comparisons could demonstrate analysis through methodology (use of experiments) or issues/debates (ecological validity). The minority of candidates were also using studies for the areas that were not clearly argued as belonging to the area (e.g. Freud for developmental, and Baron Cohen for biological). **Assessment for learning**

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Question	Answer/Indicative content	Marks	Guidance
	tasks which does not reflect a real-life situation. REASONABLE • Both the biological and the developmental area allow for the collection of quantitative data. For example, Casey *et al.* found that individuals who had been identified as either high or low delayers whilst in nursery school remained either high or low delayers when adults and Bandura *et al.* found that children who witnessed an aggressive model were more likely to act aggressively than children who saw a non-aggressive model. Both areas allow for studies to be conducted in controlled environments. Sperry conducted his study using a tachistoscope in a controlled lab environment and Bandura *et al.* used three specially laid out rooms. Studies in both areas can lack ecological validity. Sperry's participants sat in front of a tachistoscope and Bandura *et al.'s* participants had to sit at a table and play with toys whilst an adult played with a Bobo doll in the opposite corner. These situations do not represent real life. On the other hand, the biological area tends to support nature whereas the developmental area tends to support nurture. For example, Casey *et al.* attributed the ability to resist temptation as being due to the specific brain region of the right inferior frontal gyrus whereas Bandura *et al.* concluded that aggression can be learned through witnessing and imitating an aggressive model. LIMITED • Both the biological and the developmental areas lack ecological validity. Both Sperry's study of split-brain patients and Bandura *et al.'s* study into aggression did not represent real life situations. Patients with split brains do not normally sit in front of a special machine and have images flashed to their left and right visual fields. Both areas allow for researchers to see the effect of an IV		Centres should focus on highlightin to structure comparison questions. Highlight how to identify and elabor a similarity/difference between areas/perspectives and practise usi evidence from core studies to supp comparison. Advise candidates not compare the principles of different a as this is not demonstrating analysi compare issues and debates to gai marks. Introductory paragraphs out the principles for the areas are not required as it will not provide the co response to the question. Exemplar 3 Examples of studies from the biol area are Sperry's study on h disconnection and Casey's study the delay of gratification. These both linked to the biological ar because they relate to the w of the brain which is a biologi function. Examples of studies from the developmental area are Bandura study on the transmission of agr and Chaney's study of the fu These studies are both linked ~~[illegible]~~ Developmental because these behaviours that th children displayed in these two developed over time. Exemplar 3 illustrates a candidate substantial introduction to their resp It sets out what two studies are link the biological area and then does th same for the developmental area. T 'introduction' is not addressing the question requirements, which is to i how the areas are similar/different f each other and does not gain any m

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Question			Answer/Indicative content	Marks	Guidance
			on a DV. Casey *et al.* were able to see how being a low or high delayer affected activity in different brain areas and Chaney *et al.* were able to see the effect of a Funhaler on medical adherence. BASIC • Both areas collect quantitative data. This was done by both Casey *et al.* in her study on delaying gratification and Bandura *et al.* in their study into aggression in children. Both areas lack ecological validity and so studies to not represent real life situations. For example, Bandura *et al.* had children watch a model act aggressively towards a Bobo doll which is not true to real life.		
			Total	17	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
5	a		**Outline two defining principles or concepts of the biological area.** Possible content: • Brain structure impacts on behaviour and development. • Neurochemical activity impacts on behaviour and development. • Genes have evolved over a million years to adapt our physiology and thus behaviour to our environment. • There are universalities in behaviour due to common biology between people. • Individuals have their own genetic make-up and heredity influences their behaviour and development. • All that is psychological must first be biological.	4 (2+2)	For each defining principle/concept. **2 marks** for a clear and accurate outline. **1 mark** for a brief or vague outline. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Many candidates were able to provide a brief outline of the basic biological principles that cause behaviour such as genetics, the brain or chemical processes but were unable to show greater understanding of the area to gain full marks. Many candidates evaluated the biological area instead of outlining the defining principles/concepts (nature, objective, scientific) which gained no credit.

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Question			Answer/Indicative content	Marks	Guidance
	b		**Briefly explain how Sperry's study of split brains can be related to the biological area.** Possible answer: The biological area holds that the mind resides in the brain and so all thoughts, feelings and behaviours have a biological cause. Sperry was interested in the effect of hemisphere deconnection/severing the corpus callosum on the abilities of the right and left hemispheres of the brain and subsequent behaviour. By flashing an image to the RVF and therefore the left hemisphere of patients who had undergone a hemisphere deconnection operation, he found patients were able to name the item in speech whereas if the image was flashed to the LVF and therefore the right hemisphere they were unable to identify the item in speech. This showed that by severing the corpus callosum, information is not able to be transferred between the right and left hemispheres and that speech is controlled by the left hemisphere.	3	**3 marks** for a clear answer which; • identifies a main principle of the biological area with clear reference to the brain, • identifies the parts of the brain relevant to this study i.e. corpus callosum, left/right hemispheres, • identifies the behaviours these part(s) of the brain impact on i.e. a result from Sperry's study **2 marks** for an answer which addresses at least two of the above points. **1 mark** for a partial or vague answer which addresses at least one of the above points. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Successful candidates on this question were able to identify a main principle of the biological area with clear reference to the brain, identify parts of the brain relevant to Sperry's study and identify the behaviour these part(s) of the brain impact on. The more successful responses included the specific brain regions corpus callosum or left/right hemisphere. Other candidates gave a principle of the biological area that is not relevant, e.g. 'The area believes that genes cause behaviour...'

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Question			Answer/Indicative content	Marks	Guidance
	c		**Briefly outline one way that research in the biological area can be seen as socially sensitive. Support your answer with evidence from an appropriate core study.** • Research can be controversial e.g. the idea of certain behaviours being genetic (such as criminal behaviour, sexuality, intelligence) has led to suggestions that foetuses can be tested for these behaviours in the future with a view to offering terminations where they appear • Research risks stigmatising and stereotyping e.g. if certain people share a biological trait (e.g. such as race, sex, over-activity in a part of the brain) then they must have other traits in common (e.g. women are more sensitive than men due to levels of certain hormones) • Research can impact on social values e.g. if we believe that certain behaviours are innate (e.g. mental disorders, criminal behaviour) then we may assume they are out of people's control and not worth treating	3	**3 marks** for a clear answer which; • defines at least one aspect of socially sensitive research, • link to the biological area (can be implicit through a core study), • link to a biological core study. **2 marks** for an answer which addresses at least two of the above points. **1 mark** for a brief or vague outline **0 marks** – no creditworthy response. **N.B**. If candidate demonstrates knowledge and understanding of socially sensitive research without effectively applying this to the biological area or core study then award a maximum of 1 mark. Examiner's Comments This question required candidates to define at least one aspect of socially sensitive research, link this to the biological area and link this to a biological core study. Many candidates did not define socially sensitive research clearly and there was some confusion where candidates were outlining ethics instead. The question requires reference to Casey et al.'s study or Sperry's study but some candidates used Baron-Cohen et al.'s study which gained no credit as it is not a core study from the biological area.

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Question			Answer/Indicative content	Marks	Guidance
	d		**Outline what is meant by the nature versus nurture debate and state how this can be related to the biological area.** <u>Example of a 3-mark answer</u> The nature versus debate considers whether behaviour is a product of nature and therefore a product of genetic make-up (1) or whether it is a product of our environmental experiences (1). The biological area clearly sits on the nature side as it believes that all behaviours are natural and that we have little control over them (1).	3	**3 marks** for a clear answer which; • demonstrates knowledge of the concept of nature, • demonstrates knowledge of the concept of nurture, • relates the biological area to the nature side of the debate. **2 marks** for an answer which addresses at least two of the above points. **1 mark** for a partial or vague answer which addresses at least one of the above points. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Many candidates performed well on this question by demonstrating knowledge of the concept of both nature and nurture and then explicitly relating the biological area to the nature side of the debate. Some candidates gave accurate definitions of nature and nurture, but they did not clearly state which part of the debate they were defining, and this gained no credit. Some candidates used examples from core studies to support why the biological area is situated on the nature side of the debate, but this was not a requirement of the question.
	e		*** Discuss the idea psychology is a science. Use evidence from core studies placed in the biological area and one other area or perspective from psychology to support your answer.** Possible features of science: • Hypothesis testing • Use of experimentation • Establishing cause and effect • Generalisability • Objectivity • Reliability/standardisation/controls Possible reasons why psychology is not scientific: • Difficult to study the unobservable e.g.	12	**10–12 marks** for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. A range (three or more) of points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence from the biological area ***and*** another area/perspective is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated. **7–9 marks** for a good and reasonably

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Question	Answer/Indicative content	Marks	Guidance
	mind, past behaviours/experiences • People are unique • Free will makes individuals unpredictable • A reductionist approach is not appropriate for studying often complex behaviours • No paradigm • Findings rarely replicated Biological area generally seen as scientific because: • Brain is observable and can be objectively measured/tested. • Focuses on general behaviours (e.g. instincts) or neurological factors which apply to all (e.g. regions of brain). • Experiments are a commonly used research method to establish cause and effect (e.g. between a level of hormone and subsequent behaviour). How other areas can be used in this debate: Social area – uses experimentation but findings more open to interpretation and issues with artificiality Developmental area – uses experimentation but cross- sectional studies not as useful as longitudinal; uses experimentation so findings lack ecological validity; development of behaviour and mind hard to study objectively. Cognitive area – uses experimentation but mind not easy to study objectively; often a lack of construct validity, ecological validity and issues with demand characteristics. Individual differences area – use of experimentation at odds with principles e.g. people are unique and generalisations should not be made, subjective experiences have value. Psychodynamic perspective – fails to be scientific as too subjective, relies too heavily on case studies, many concepts cannot be observed. Behaviourist perspective – use of experimentation and only focuses on the observable e.g. behaviour using objective		balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. A range (typically two or more) of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant evidence from the biological area ***and*** another area/perspective is used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate. **4–6 marks** for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. Two or more points are considered and may be developed as part of the discussion. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion and this must come from the biological area and may also come from6 another area/perspective. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate. **1–3 marks** for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. One or a limited range of points are considered with no real development. Relevant evidence is weak or not apparent at all or no link to the biological area. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate. **0 marks** – no creditworthy response. **NB** Even if the candidate raises the required number of points for a particular mark band, this does not automatically place the response in that band. The overall quality of the response and the other requirements for each band must be considered.

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Question			Answer/Indicative content	Marks	Guidance
			measures but issues with artificiality of situations and over reliance on non-human animals as evidence.		**NB** Candidates who only describe why psychology can be seen as a science/why psychology cannot be seen as a science can gain a maximum of **6 marks**. To access the higher marking bands both why psychology can be seen as a science and why psychology cannot be seen as a science need to be considered. **NB** Study-specific answers are not creditworthy as they do not answer the question which asks candidates to discuss the idea that psychology is a science; question does not ask candidates to discuss whether or not individual studies can be seen/not seen as scientific. <u>Examiner's Comments</u> Successful candidates were able to provide a balanced discussion of the idea psychology is a science. Many candidates did not do this and described how various core studies supported whether psychology is a science, and this gained no credit. To access the higher mark bands, candidates needed to outline features of psychology that make it a science or reasons why psychology is not scientific, supported by appropriate evidence from core studies. Some candidates did not read the question carefully as it required them to use evidence from at least one biological core study and evidence from at least one core studies from one other area/perspective from psychology to support their response.
			Total	25	

Question			Answer/Indicative content	Marks	Guidance
6	a		**Compare the social area with the developmentalarea inrelation to their strengthsand weaknesses**. Possible strengths/weaknesses of the social area: • Scientific – use of experiments • High experimental realism • Can explain extreme behaviours • Ethical issues around research • Lackof mundane realism • Ethnocentric • Ignores individual differences in response • Too deterministic • Useful with many applications Possible strengths/weaknesses of the development area: • Considers both nature/nurture • Shows development over a time span • Shows how to support children's development and therefore well-being • Participants are often children leading to ethical concerns • Ethnocentric • Too deterministic NB If research evidence is used as part of the discussion, this is only creditworthy if it is used to illustrate or explain an identified and valid strength or weakness of one or both areas.	15	**12–15 marks** for a thorough consideration of strengths and/or weakness from each area. Arguments are clearly developed and coherent. There are explicit and relevant comparisons between the two areas as part of the discussion. A range of points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated. **8–11 marks** for good consideration of strengths and/or weaknesses from each area. There is some coherency to the arguments made. There are comparisons made between the two areas as part of the discussion. Arguments are presented with reasonably clear understanding of the points raised. A range of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate. **4–7 marks** for accurately outlining at least one strength and/or weaknesses from both areas. There is some attempt to make a comparison between the two areas as part of the discussion. Arguments are presented but with limited understanding of the points raised. There is evidence of attempts to draw conclusions. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate. Comparison in here too. **1–3 marks** for accurately identifying a strength and/or weakness of one or both areas. There may be an attempt to make a comparison between the two areas. Arguments are presented but with weak understanding of the points raised. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely

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Question	Answer/Indicative content	Marks	Guidance
			appropriate. 0 marks – no creditworthy response. <u>Examiner's Comments</u> There was a full range of responses to this question which was attempted by the vast majority of candidates. The strongest responses considered the actual areas in terms of their strengths and weaknesses by considering key issues and debates. These responses used studies in an illustrative way and did not assume that all research in the social area and developmental area is dictated by the four core studies attached to that area. They also made explicit comparisons whether it was looking at common strengths or common weaknesses or, most effectively, where they differed on strengths and weaknesses. Finally, they also developed points well and came to clear conclusions. Responses scoring in the lowest band tended to not make any comparisons at all, listing the strengths and weaknesses of each approach with no reference to the other. Responses scoring in the band above this tended to focus on strengths and weaknesses of core studies within the areas (e.g. both areas have ethnocentric samples) rather than the areas themselves, or identified differences or similarities between the areas without explicitly stating whether they were strengths or weaknesses (e.g. both areas can be seen as holistic). Responses in the band above tended to be clearer on strengths and weaknesses, with some responses showing breadth. There were also dominated by commentary relating to core studies rather than the social and developmental areas. Exemplar 2

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Question	Answer/Indicative content	Marks	Guidance
			The social area assumes behaviour is influenced by our social cognition of the world and due to factors of our environment. The developmental area assumes our change and development is ongoing throughout life and that we may develop in pre-determined stages. A strength of the social area is that it uses many experiments with a mixture of methods and designs such as lab for Milgram and field for Levine. This is a strength because it allows for a range of data to be collected due to quantitative and qualitative results which often show a clear cause and effect. However a weakness of the social area is that these experiments often only provide a snapshot of behaviour. Many lab experiments such as Milgram, do not allow for further analysis as to why participants behaviour caused their results, decreasing validity of research in ~~to~~ the social area. On the other hand, ~~a~~ a strength for the developmental area is that it does carry out longitudinal studies creating more chances for behaviour to be analysed than the social area snapshot studies. Kohlberg carried out a 12 years study which allowed an increased understanding of different age groups and their relation to moral development. However, a weakness of this is that it can produce participant attrition and less reliability within results as participants dropout of the study decreasing the sample. (see extra page)
			6e This was seen through ~~cases~~ Kohlberg's study as some didn't take part in the interviews every 3 years decreasing internal validity of results.
			Another strength of the social area is that it can have applications within the criminal justice system due to it showcasing diffusion of personal responsibility as seen through Milgram. A strength of the developmental area is also useful applications for media and child aggression as seen through Bandura's study of child aggression through observable means, effecting the introduction of watershed, to limit children's observable inappropriate/ aggressive behaviour of the media.
			Another weakness of the social area is that it can be a reductionist area in observing and recording behaviour. It tends to place more focus on behaviour being due to external influences, ignoring innate biological factors that effect behaviour. For

Question	Answer/Indicative content	Marks	Guidance
			example, Milgram ignores the possibility of biological forces influencing the voltage participants went up to. A weakness of the developmental area is also reductionism in how it ignores that behaviour can be down to innate biological synapses in the brain rather than cultures affecting our moral developmental stages as seen within Kohlbergs cross cultural study of comparing American and Taiwanese boys and their developm. Exemplar 2 shows a good effort to cover a range of points within an appropriate structure where comparisons are clearly made. It meets all of the criteria of the second band down so can be awarded the maximum marks available. **Misconception** Some candidates seem to believe that the four core studies for each area are completely illustrative of the all of the research within that area rather than appreciating research more generally. This means they often evaluate an area based on what they know from one or two studies rather than having a general awareness of whether an area, for example, tends to be more reductionist or holistic on the whole.

Question			Answer/Indicative content	Marks	Guidance
	b		**Explain how one core study from the social area can be related to the concept of holism.** Possible studies: • Bocchiaro et al – for a looking at a number of situational *and* personality factors that impact whistleblowing • Piliavin et al – for investigating a number of independent variables that may interact to influence helping behaviour • Levine et al – for investigating four community variables across 23 cultures • Milgram – for concluding that authority, prestige and payment may have worked together to impact on obedience.	5	**4–5 marks** for a clear response which outlines relevant features of an appropriate study, states why this makes the study holistic and demonstrates an understanding of the concept in the process. **2–3 marks** for a clear response with two of the above criteria or for a vague or brief response with all three of the above features. **1 mark** for illustrating the concept of holism or for demonstrating knowledge of the concept. **0 marks** – no creditworthy response. **<u>Examiner's Comments</u>** Most candidates showed sound understanding of the concept of holism through both their explanation and their application to a relevant study. The full range of core studies from the social area were used to good effect. The strongest responses illustrated the idea of multiple factors *interacting* to cause a behaviour. **Misconception** A number of candidates made the mistake of assuming that holism meant to study a range of cultures, or to study a range of behaviours (often using Levine et al to illustrate these points).

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Question			Answer/Indicative content	Marks	Guidance
	c		**Explain how one core study from the social area can be related to the concept of reductionism.** Possible study: • Milgram – for just focusing on authority and its impact on the agentic state as a factor in obedience • Levine et al – reduced down to situational factors rather than dispositional factors.	5	**4–5 marks** for a clear response which outlines relevant features of an appropriate study, states why this makes the study reductionist and demonstrates an understanding of the concept in the process. **2–3 marks** for a clear response with two of the above criteria or for a vague or brief response with all three of the above features. **1 mark** for illustrating the concept of reductionism or for demonstrating knowledge of the concept. **0 marks** – no creditworthy response. Examiner's Comments Most candidates showed sound understanding of the concept of reductionism through both their explanation and their application to a relevant study. Milgram was the most commonly selected study to demonstrate reductionism, and the one the seemed to work best for candidates. The strongest responses were those that were able to suggests factors that had been ignored by taking a reductionist approach. A common error was to assume that reductionism meant using a biased sample or only looking at one type of behaviour. **Misconception** Some candidates made the mistake of assuming that reductionism meant using a biased sample or only investigating one type of behaviour e.g. one example of helping, or one example of obedience.

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Question			Answer/Indicative content	Marks	Guidance
	d		**Outline the procedure used in one core study and briefly explain how this relates to the social area.** Possible studies: Milgram, Bocchiaro et al, Piliavin et al, Levine et al Social area: The social area looks at understanding human behaviour in a social context; that is looking at the factors that lead to us to behave in a given way due to the presence of others. Our behaviour is influenced by the actual, imagined or implied presence of others. <u>Example of a 6 mark answer</u> Piliavin et al staged a scenario on an underground train where the 'victims' either smelled of alcohol and carried a bottle wrapped tightly in a brown bag or appeared sober and carried a black cane.(1) The observers recorded the dependent variables. On each trial one observer noted the race, sex and location of every rider seated or standing in the critical area for helping. In addition she counted the total number of individuals who came to the victim's assistance. She also recorded the race, sex and location of every helper.(1) The second observer coded the race, sex and location of all persons in the adjacent area. She also recorded the latency of the first helper's arrival after the victim had fallen and on appropriate trials, the latency of the first helper's arrival after a programmed model had arrived.(1) The victim stood near a pole in the critical area. After about 70 seconds he staggered forward and collapsed. Until receiving help he remained laid on the floor looking at the ceiling. If he received no help by the time the train stopped the model helped him to his feet. At the stop the team disembarked and waited separately until other passengers had left the station. They then changed platforms to repeat the process in the opposite direction.(1) This relates to the social area as the study is clearly set up in a social context – a train carriage full of passengers.(1) The situation also demands that these passengers consider	6(4 + 2)	For description of the procedure of a relevant study; **3–4 marks** for a detailed and accurate description which identifies most of the key features of the procedure. **1–2 marks** for a brief or vague description of the study which identifies some key features. **0 marks** – no creditworthy response. For application to the social area; **2 marks** a relevant link which is clearly, if briefly, explained. **1 mark** for a clear link or for one which is not well explained **0 marks** – no creditworthy response. <u>Examiner's Comments</u> This question was generally well answered, especially the descriptive part. Although some candidates unnecessarily outlined findings, they often still wrote detailed descriptions of procedures anyway. The full range of core studies from the social area were used but other studies – such as Bandura's – were also credited because they could be related to the social area. The best responses made specific links between features of the study and the general principles or concepts of the social area.

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Question			Answer/Indicative content	Marks	Guidance
			their social behaviour – in this case whether to help another or not.(1)		
			Total	31	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
7		i	**Outline two defining principles and concepts of the developmental area.** Possible answers: • Change and development goes on throughout our lifetime and never stops.. • Behaviour may be learned (nurture) and develop on an individual basis. • Early experiences my not impact until later in life.Development may be driven by nature i.e. maturation process. • Development may happen in pre-determined stages.	2+2	**3-4 marks** for a clear, accurate and detailed outline of the developmental area which includes two defining principles or concepts. **1-2 marks** for a brief or vague outline of the developmental area which includes two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy. **0 marks** – no creditworthy response. Credit any relevant principles / concepts even if they are not relatable to Lee in the next part.
		ii	**Explain how Lee et al.'s 1997 study into lying and truth telling relates to these principles and concepts.** • Change and development goes on throughout our lifetime and never stops: early indications in Lee that morality develops with age and with experience so since these both change over time, moral development may be on-going. • Behaviour may be learned (nurture) and develop on an individual basis: as evidenced by cross-cultural differences in moral development which follow different experiences. • Development may be driven by nature i.e. maturation process: within cultures, evidence show morality changes with age and this is a universal finding.	2+2	**3-4 marks** for a clear, accurate and detailed outline of the how Lee's study links to the two defining principles or concepts outlined in 6a (i) **1-2 marks** for a brief or vague outline of how Lee's study links to the two defining principles or concepts in 6a (i) or for a clear and accurate outline of one defining principle or concept There may be some muddling or inaccuracy. **0 marks** – no creditworthy response.
			Total	8	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
8			Describe one application of the social area. Possible applications: • reducing blind obedience e.g. in grooming, brainwashing • increasing obedience e.g. in schools, prisons, etc • encouraging helping behaviour e.g. community programmes, supporting charities • changing attitudes e.g. advertising, education • promoting conformity and cohesion e.g. political campaigns, in schools • crowd control e.g. at large public events, dealing with riots and protests • tackling anti-social behaviour	4	4 marks for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the social area. 3 marks for a detailed and accurate description of a relevant application, or for an accurate description which is clearly related to the principles or concepts of the social area. 2 marks for an accurate description of a relevant application, or for identifying an application which is related to the principles or concepts of the social area. 1 mark for identifying an application. 0 marks – no creditworthy response. <u>Examiner's Comments</u> Most candidates had a good idea of what is meant by an application in a psychological context but not all. The best responses chose a broad area in which research could be applied – such as schools or policing – and then detailed specific examples. There was a tendency for candidates to write about research findings that could be applied without actually explaining how – for example, recognising that whistleblowing should be encouraged in workplaces but without detailing the procedures or policies that would make in work in practice. Assessment for learning It is not necessary for students to know lots of applications for each area of psychology however they do need to have researched at least one in detail, so they are able to provide an answer of some substance to this kind of question.
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
9	a		**Consider the strengths and weaknesses of the developmental area in psychology.** Possible strengths: • Better understanding of how people develop has potential to improve lives • Allows early identification and intervention where there are developmental problems • Considers both nature and nurture, and how they both impact on development Possible weaknesses: • Some theories of development too rigid / too deterministic e.g. Kohlberg • Over-reliance on children for evidence e.g. relies on children's ability to articulate, easily influenced, etc • Raises ethical issues in terms of reliance on children as participants • Not always a good predictor of future behaviour where people do not follow expected patterns • Longitudinal research suffers from attrition • Cross-sectional research may not be using reliable comparisons	8	**7-8 marks** for a thorough and balanced consideration of relevant strengths and weaknesses. The evaluation is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. The points raised are well developed as part of the evaluation. **5-6 marks** for a good and reasonably balanced consideration of strengths and weaknesses. The evaluation is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. Some of the points raised are developed as part of the evaluation. **3-4 marks** for a limited consideration of strengths and / or weaknesses. Evaluation has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. The points raised may be developed as part of the evaluation. **1-2 marks** for a basic consideration of strengths and / or weaknesses that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. Points raised are not really developed. **0 marks** – no creditworthy response. If the candidate only considers one strength and one weakness then credit no more than 6 marks.
	b		Discuss the individual / situational debate in psychology. Use examples of research from the developmental area to support your answer.Individual: The idea that behaviour results from personality and factors internal to the individual. Situational: The idea that behaviour is a response to the situation a person finds themselves in and is therefore a product of external factors.	15	**12-15 marks** for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. The points raised are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.

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Question	Answer/Indicative content	Marks	Guidance

	Discussion can centre on a number of aspects of the debate including:
	
	The defining principles and concepts of each debate.
	
	• Individual approach supports scientific research
	• With individual approach, it is easy to access and study individuals
	• With individual approach, there is too much focus on individuals making generalisations difficul
	• Situational approach underplays individual differences in response
	
	Different positions within each debate.
	
	• Individual approach puts too much blame on the individual
	• Situtional approach takes responsibility away from individual
	
	Research to illustrate different positions within each debate.
	
	• Research supporting the situational approach situations can be artificial leading to demand characteristics
	• Examples of how research supports individual side:
	  ◦ Bandura's research showed how individuals choose to identify with different role models e.g. sex of child determined the role model they were likely to learn verbal aggression from.
	  ◦ In Chaney et al study, there were a small number of children did not comply with Funhaler suggesting some role for individual factors.
	  ◦ Kohlberg found evidence for universal and invariant stages of moral development as a result of biological maturation and this was unaffected by situational factors such as culture and class.
	  ◦ In Lee's research, there was evidence of age affecting moral development within cultures which can be regarded as an individual factor.
	• Examples of how research supports situational side:
			8-11 marks for a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. Some of the points raised are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant evidence is used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.
			
			4-7 marks for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. The points raised may be developed as part of the discussion. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.
			
			1-3marks for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. The points raised are not really developed. Relevant evidence is weak or not apparent at all. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate.
			
			0 marks – no creditworthy response.

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Question			Answer/Indicative content	Marks	Guidance
			◦ Bandura's research showed the influence of role models and external reinforcement on aggressive behaviour. ◦ Chaney et al showed that changing the situation – from standard inhaler to Funhaler – increased compliance with medication. ◦ Lee et al's research showed specific social and cultural norms have an impact on children's developing moral judgement. Applications of different positions within each debate. • Treatments and techniques arising from the Individual approach tend to recognise the uniqueness of individuals but this makes them less practical and the same process / approach cannot be replicated for multiple people. • Treatments and techniques arising from the Situational approach do allow for generalisation and are more practical, however tend to ignore the concept of freewill and assume changing a situation will automatically lead to behaviour change. How each debate is different from and similar to other debates • Individual approach considers role of both nature and nurture • Individual is (too) reductionist • Situational approach is more holistic with more validity • Situational approach is deterministic allowing for predictions to be made • Situational approach ignores the role of nature in behaviour		

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Question			Answer/Indicative content	Marks	Guidance
	c		**Describe one application of the developmental area.** Possible applications: • Curriculum planning • Teaching and learning • Play therapy • Parenting classes • Identifying / intervention for atypical development • Restoring motor skills in the older people • Support for children moving through adolescence • Dealing with children's behavioural problems • Toy / game design • Authoring children's books <u>Example of 4 mark answer</u> Education systems have made use of research that has shown that children's cognitive development happens in set stages (1). This means that many systems have a curriculum have a sequence of learning that follows this pattern of development (1). Because children are thought to mature at the same rate dependent on age, many systems also teach children in year group or key stages based on age (1). This means that children can be supported to develop at the right pace – rather than too quickly or too slowly as well as work with their peers as part of the process (1).	4	**4 marks** for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the developmental area. **3 marks** for a detailed and accurate description of a relevant application, or for an accurate description which is clearly related to the principles of the developmental area. **2 marks** for an accurate description of a relevant application, or for identifying an application which is related to the principles and concepts of the developmental area. **1 mark** for identifying an application. **0 marks** – no creditworthy response.
			Total	27	

Question			Answer/Indicative content	Marks	Guidance
10	a		**Outline what is meant by the freewill/determinism debate and explain how it may apply to this article.** **Freewill/determinism debate:** freewill is the idea that individuals are in control of their destiny and make conscious decisions that affect their behaviour whereas determinism is the idea that behaviour is determined by forces beyond the individual's control which can be both internal and external. Possible applications to the article: • implication is that individuals have no conscious control over their aggressive behaviour • aggressive behaviour can be directly controlled (determined) by biology/brain/electrical stimulation. NB Other appropriate responses should be credited.	4	**4 marks** for an accurate outline of the freewill/determinism debate and for effectively applying its features to the article. **3 marks** for an accurate outline of the freewill/determinism debate and for an attempt to apply it to the article, or for a basic outline of the debate and for effectively applying it to the article. **2 marks** for a basic outline of the freewill/determinism debate and an attempt to apply it to the article, or for an accurate outline of the debate even if not applied or inadequately applied to the article, or for effectively applying the debate to the article even if the debate itself is not explicitly outlined. **1 mark** for a basic outline of the freewill/determinism debate or an attempt to apply it to the article. **0 marks** – no creditworthy response.

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Question			Answer/Indicative content	Marks	Guidance
	b		**Outline the defining principles and concepts of the biological area and briefly explain how this area can be related the article.** Possible defining principles and concepts: • what is psychological is first physiological • role of evolutionary genetics • role of genetic inheritance • study of brain and brain function • role of nervous system • hormones and other chemicals affecting brain and behaviour • the impact of environment on biology Possible links to article: • psychological (aggression) as physiological basis (associated with brain function) • localisation of brain function and identifying areas linked to aggression • role of maturation/genetics – adolescent brains are developing/different from adults in terms of aggression control • impact of environment on biology – use of electrical stimulation NB Other appropriate responses should be credited.	4 + 2	**3-4 marks** for a clear, accurate and detailed outline of the biological area which includes at least two defining principles or concepts. **1-2 marks** for a brief or vague outline of the biological area which includes at least two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy. Plus **2 marks** for a clear and relevant link between at least one principle/concept and the content of the article **1 mark** for a weak but relevant link between at least one principle/concept and the content of the article. **0 marks** – no creditworthy response. Rule of thumb: 1 mark for identifying a principle or concept 1 mark for expansion of principle or concept 1 mark for relating this to the article Repeated twice for 6 marks

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Question			Answer/Indicative content	Marks	Guidance
	c		**Describe Casey et al's study into delayed gratification and briefly explain how their findings can be related to the article.** Possible key features for description of study: • Background to study • Aims and hypotheses • Design • Sample • Procedure • Materials • Key findings • Conclusions drawn How findings relate to the article: • Focus on prefrontal cortex area of the brain • Localisation of function in terms of self-control – whether managing gratification or anger • Brain as a determinant of behaviour NB Other appropriate responses should be credited.	7	For description of the study; **5 marks** for a detailed and accurate description which identifies all of the key features of the study. **3-4 marks** for an accurate description which identifies all or most of the key features of the study. **1-2 marks** for a brief or vague description of the study which identifies some key features. **0 marks** – no creditworthy response. For application to the article; **2 marks** a relevant link which is clearly, if briefly, explained. **1 mark** for a clear link or for one which is not well explained **0 marks** – no creditworthy response.

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Question			Answer/Indicative content	Marks	Guidance
	d		**The article implies that aggressive behaviour could be reduced through use of electrical stimulation.** **Using your knowledge of psychology, suggest alternative ways in which aggressive behaviour could be reduced in young people who have committed violent crimes.** Possible suggestions: • Removal of violent role models e.g. banning access to violent computer games. • Use of positive role models for young people e.g. social skills training, buddy system. • Reinforcing non-violent responses to situations e.g. token economies. • Punishment of violent behaviour e.g. exclusion, loss of privileges. • Changing attitudes/schemas e.g. anger management. • Drug treatment e.g. control of hormones. • Physical exercise as a release for anger/aggression. • Change of diet. • Prevention of substance abuse/misuse. • Removing people from environment/communities/groups that trigger violent behaviour. NB Other appropriate responses should be credited.	8	**7-8 marks** for a high standard of knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is very effective application of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about how they could be implemented and developed. At least two suggestions are covered. **5-6 marks** for a good standard of knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is effective application of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about how they could be implemented and developed. At least two suggestions are covered. **3-4 marks** for reasonable knowledge and understanding of how the suggested ways could be used reduce aggressive behaviour in young people. There is some application of psychological knowledge within these suggestions. The suggestions are partially accurate. At least two suggestions are covered. **1-2 marks** for basic knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy. At least two suggestions are covered. **0 marks** – No creditworthy response. N.B. If only one suggestion is made then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above.

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Question			Answer/Indicative content	Marks	Guidance
	e		**Evaluate the suggestions you have made in part(d) with reference to issues and debates you have studied in psychology.** Potential issues for evaluation: • Assumptions relating to nature/nurture • Assumptions relating to freewill/determinism • Assumptions relating to reductionism/holism • Assumptions relating individual/situational explanations • Usefulness • Ethical considerations • Social sensitivity • Psychology as a science • Ethnocentrism • Validity • Reliability	10	**9-10 marks** for demonstrating good evaluation that is relevant to the demand of the question. The arguments are coherently presented with clear understanding of the points raised. At least two appropriate evaluation points are considered. The evaluation points are in context and supported by relevant evidence of the description given in 8d. More than one suggestion is evaluated. **6-8 marks** for demonstrating reasonable evaluation that is mainly relevant to the demand of the question. The arguments coherently presented in the main with reasonable understanding of the points raised. At least two of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 8d. **3-5 marks** for demonstrating limited evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show limited understanding of the points raised. The evaluation point(s) are occasionally in context and supported by relevant evidence of the description given in 8d. **1-2 marks** for demonstrating basic evaluation that is Rarely relevant to the demand of the question. Any arguments lacks clear structure/organisation and show a very basic understanding of the points raised. The evaluation point(s) are not necessarily in context and are not supported by relevant evidence of the description given in 8d. **0 marks** – No creditworthy response. NB Although some depth of discussion is required for the two higher bands, there will be a depth breadth trade off depending on the range of points covered.
			Total	35	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
11			Explain how Milgram's (1963) study into obedience can be related to the social area. Social Area: Looks at the factors that lead to us to behave in a given way due to the presence of others whether actual, implied or imagined.	3	3 marks for a clear answer which; • identifies the main principle of the social area • identifies how obedience was judged/measured (behaviour) • identifies the presence of an authority figure as the influencing factor. 2 marks for an answer which addresses at least two of the above points. 1 mark for a partial or vague answer which addresses at least one of the above points. 0 marks – no creditworthy response. If candidates have not outlined any relevant information in relation to the social area e.g. the assumptions, then no marks can be awarded.,
			Total	3	

Question			Answer/Indicative content	Marks	Guidance
12	a		**Outline two defining principles and concepts of the cognitive area.** <u>Possible content:</u> • Internal mental processes such as memory, thinking and reasoning that precede observable behaviour • The approach uses experimental methods to infer thoughts by recording individual's behaviour in cognitive tasks • The mind is seen as mechanistic suggesting that we process information like a computer which inputs, processes and outputs information • Behaviour is highly predictable based on patterns in thinking • Thought patterns can be changed • Human behaviour can be explained as a set of scientific principles • Behaviour is controlled by our own thought processes as opposed to genetic factors • Mental processes guide behaviour • If individuals receive, process and respond to information in different ways, their behaviour will be different Other appropriate principles/concepts.	4	For each defining principle/concept. **2 marks** for a clear and accurate outline. **1 mark** for a brief or vague outline. **0 marks** – no creditworthy response.

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Question			Answer/Indicative content	Marks	Guidance
	b		**One strength of the cognitive area is that it favours the scientific method. Explain why this is a strength. Support your answer with evidence from an appropriate core study.** <u>Possible answers:</u> • This allows for cause and effect to be established (1) so one can establish if an individual factor affects behaviour (1]) For example, Loftus and Palmer were able to establish that the different speed estimates were caused by the different verbs used in the critical question (1). • It allows for replicability (1) which can increase reliability if consistent results occur (1), supported by appropriate evidence from either Loftus and Palmer's or Grant et al.'s studies (1). • This increases objectivity (1) which reduces subjectivity and the possibility of the experimenter influencing findings (1), supported by appropriate evidence from either Loftus and Palmer's or Grant et al.'s studies (1). • It allows quantitative data to be collected (1]) which allows for comparisons to be made between individuals or groups (1). For example, the speed estimates given by the participants in the five groups could be compared to see the influence of the different verbs (smashed, collided, hit contacted, bumped) on participants' memories. Other appropriate answer.	3	**3 marks** for a clearly described, well developed and relevant strength that is related to the cognitive area (not specific studies). This may be illustrated through appropriate evidence. **2 marks** for a reasonably well described and relevant strength that is related to the cognitive area (not specific studies). This may be illustrated through weak, but appropriate evidence. **1 mark** for a briefly stated strength or one that is muddled/not contextualised. **0 marks** – no creditworthy response. N.B. If studies not listed under the cognitive area for this specification are used as evidence, the candidate must have made it clear why they can be considered cognitive studies.

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Question			Answer/Indicative content	Marks	Guidance
	c		**One weakness of the cognitive area is that studies can lack ecological validity. Explain why this is a weakness. Support your answer with evidence from an appropriate core study.** <u>Answers could refer to:</u> • An understanding that lacking ecological validity infers that the study and its results are unlikely to represent real-life situations (1). Supported by appropriate evidence from either Loftus and Palmer's or Grant et al.'s studies (1). • An explanation as to why studies in the cognitive area can lack ecological validity, e.g. many studies are laboratory experiments, conducted in controlled, unrealistic conditions (1). Supported by appropriate evidence from either Loftus and Palmer's or Grant et al.'s studies (1). Other appropriate answer.	3	**3 marks** for a clearly described, well developed and relevant weakness that is related to the cognitive area (not specific studies). This may be illustrated through appropriate evidence. **2 marks** for a reasonable well described and relevant weakness that is related to the cognitive area (not specific studies). This may be illustrated through weak, but appropriate evidence. **1 mark** for a briefly stated weakness or one that is muddled/not supported by appropriate evidence. **0 marks** – no creditworthy response. N.B. If studies not listed under the cognitive area for this specification are used as evidence, the candidate must have made it clear why they can be considered cognitive studies.
			Total	10	

Question			Answer/Indicative content	Marks	Guidance
13	a		Outline the defining principles and concepts of the area of individual differences. Possible content: • Individuals as unique/everyone behaves differently. • Adopting an idiographic approach. • Understanding differences. • Focus on personality. • Belief in free will. • It supports both sides of the nature/nurture debate.	4	**3-4 marks** for a *detailed*, accurate outline of the individual differences area which includes at *least two* defining principles or concepts. **1-2 marks** for a *brief or vague* outline of the individual differences area which includes at *least two* defining principles or concepts, **or** for a clear and accurate outline of *one* defining principle or concept. There may be some muddling or inaccuracy. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Many candidates were able to identify and elaborate on the basic principle that every individual is unique with differing characteristics, experiences and behaviours but were unable to show greater understanding of the area to gain full marks. Some candidates showed a greater understanding of the principles and concepts of the area by referring, for example, to the principle that human behaviour can be measured and quantified though the measures for one person will be different from those gained from another.

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Question			Answer/Indicative content	Marks	Guidance
	b		Describe one strength of using the individual differences area to explain behaviour. Possible strengths: • Optimistic – potential for change • Success in treating individuals so has practical applications. • Avoids over-generalisations • Focused on understanding individuals (through the use of case studies). • Recognises the importance of subjective experience in studying behaviours • Combines/uses both quantitative and qualitative data so gives objective differences and some insight/explanation into behaviour as it. • The area is holistic as it can provide a variety of explanations for behaviours. • It allows for the use of scientific methodology.	3	**3 marks** for a clearly described, well developed and relevant strength that is related to the individual differences area (not specific studies). This may be illustrated through appropriate evidence. **2 marks** for a clearly described and relevant strength that is related to the individual differences area (not specific studies). This may be illustrated through appropriate evidence. **1 mark** for a briefly stated strength or one that is muddled. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Candidates who scored well on this question were able to identify and elaborate a strength of the individual differences area, e.g. 'The area is holistic as it can provide a variety of explanations for behaviour as shown through Freud's study of Little Hans ...' The better responses focused on methodological issues/debates. Other candidates needed to go beyond providing a brief or muddled strength, e.g. 'One strength is that the area isn't reductionist.'

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Question			Answer/Indicative content	Marks	Guidance
	c		Describe one weakness of using the individual differences area to explain behaviour. Possible weaknesses: • Too complex to study people reliably. • Cannot establish causal relationships/difficult to test. • Unable to generalise. • Can lack objectivity. • Makes people responsible for actions/ignores determinism. • Research could raise ethical concerns. • Research can be socially sensitive.	3	3 marks for a clearly described, well developed and relevant weakness that is related to the individual differences area (not specific studies). This may be illustrated through appropriate evidence. 2 marks for a clearly described and relevant weakness that is related to the individual differences area (not specific studies). This may be illustrated through appropriate evidence. 1 mark for a briefly stated weakness or one that is muddled. 0 marks – no creditworthy response. <u>Examiner's Comments</u> As with Question 6 (b), candidates who scored well on this question tended to focus on methodological issues and debates, identifying and elaborating an appropriate weakness of the individual differences area, e.g. 'The research method used may not be objective, so open to bias, lowering the validity of findings'. This is shown in Freud's study of Little Hans. Freud gathered qualitative data which he interpreted subjectively so he could gain evidence to support his theory of psychosexual development and the Oedipus complex. This limits the usefulness of research investigating individual differences.' Candidates who did not perform well on this question needed to go beyond merely identifying a relevant weakness of the area, e.g. 'One is unable to generalise any findings'.

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Question			Answer/Indicative content	Marks	Guidance
	d		Outline one application of the individual differences area. Possible applications: • Counselling/client-centred therapy. • Psychoanalysis/psychotherapy. • Intervention strategies, e.g. for children with autism • Education – focusing on the individual. • Personality testing, e.g. as part of selection process in job applications. • Intelligence testing. <u>Example of a 1-mark response</u> Intervention strategies for children with autism (1). Counselling for people with depression (1). <u>Example of a 2-mark response</u> Intervention strategies for children with autism (1), Baron- showed that high-functioning adults with autism have problems when trying to read emotions from eyes so practical ways can be used to help them (1). <u>Example of a 3-mark response</u> Intervention strategies for children with autism (1). Baron- showed that high-functioning adults with autism have problems when trying to read emotions from eyes so practical ways can be used to help them (1). Adults on the autistic spectrum can be taught to use different visual and auditory cues, e.g. the mouth and tone of voice, to judge emotions (1).	3	**3 marks** for a detailed and accurate outline of a relevant application which is clearly related to at least one of the principles of the individual differences area. **2 marks** for a detailed and accurate outline of a relevant application, not linked to one of the principles of the individual differences area <u>or</u> for a brief outline which is clearly related to at least one of the principles of the individual differences area. **1 mark** for identifying an application. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Some candidates performed well on this question through referring to either therapies or psychoanalysis. Others needed to go beyond merely identifying an application of the individual differences area. There were instances where candidates described the findings of either Baron-Cohen et al.'s or Freud's study without showing how they can be applied. Such responses did not answer the question.
			Total	13	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
14			**Describe how one of the core studies relates to the biological area.** Possible studies: • Sperry (1968) - split brain study • Casey et al. (2011) - neural correlates of delay of gratification • Blakemore and Cooper (1970) - impact of early visual experience on brain development • Maguire et al. (2000) - taxi drivers and brain plasticity Possible features of biological area to be described: • role of brain and brain function • role of nature • biological determinism • biological reductionism <u>Example of a 4 mark answer</u> Maguire et al. examined whether structural changes could be detected in the brain of people with extensive experience of spatial navigation which as a clear link to the biological approach given its focus on neurology (1). Sixteen right-handed male London taxi drivers participated and had their brains scanned; all had been driving for more than 1.5 years. Scans of 50 healthy right-handed males who did not drive taxis were included for comparison (1). Results showed increased grey matter was in the brains of taxi drivers compared with controls in two brain regions, the right and left hippocampi. This showed the interaction of nature with nurture in the sense that extensive practice with spatial navigation was impacting on the development of the brain (1). This increase in grey matter in turn determined how well taxi drivers were able to navigate London as part of the job supporting the idea of biological determinism (1).	4	**4 marks** for a clear response which demonstrates very good knowledge of an appropriate study and can effectively relate key features of this study to at least one principle or concept of the biological area. **3 marks** for a response which demonstrates good knowledge of an appropriate study and can relate key features of this study to at least one principle or concept of the biological area. **2 marks** for knowledge of an appropriate study which is related to at least one principle or concept of the biological area, or for a good or better description of an appropriate study without the link to the biological area. **1 mark** for knowledge of an appropriate study and/or principles/concepts of the biological area but where there is no evidence of relating the two ideas. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Nearly all candidates selected an appropriate study to describe here and this was with varying degrees of detail and accuracy. One of the four marks was for making the link with a principle or concept of the biological area and most candidates were able to do this. **AfL** Some candidates identified a principle or concept of the biological area that did not relate to the chosen study or how the study was described. It would be useful for candidates to understand how each core study relates to its relevant area but in a way that makes links with specific principles and concepts of the area.
			Total	4	

Question			Answer/Indicative content	Marks	Guidance
15	a		Outline the defining principles and concepts of the cognitive area. Possible content: • Investigation of our internal mental processes such as memory, thinking and reasoning that start with an input and result in an output observable in our behaviour. • Use of experimental methods to infer thoughts by recording individual's behaviour in cognitive tasks. • Mind as mechanistic suggesting that we process information like a computer. • Behaviour is highly predictable based on identifiable patterns in thinking. • Thought patterns can be changed both as a result of free will and outside factors.	4	3-4 marks for a clear, accurate and detailed outline of the cognitive approach which includes at least two defining principles or concepts. 1-2 marks for a brief or vague outline of the cognitive approach which includes at least two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy. 0 marks – no creditworthy response. <u>Examiner's Comments</u> Candidates could earn full marks either through responding through breadth or through depth. The issue for a number of candidates is that they did not offer enough principles or concepts to earn the marks available, or they knew some but couldn't explain them fully enough for full marks.

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Question			Answer/Indicative content	Marks	Guidance
	b		**Describe one application of the principles and concepts of the cognitive area.** **Possible applications:** • Cognitive therapies • Eye witness testimony • Memory aids • Teaching and learning • Coaching in sports • Advertising of products e.g. getting attention, recall of products • Campaigns to change attitudes e.g. towards mental health, recycling • Artificial Intelligence • Health & safety e.g. avoiding memory lapses, improving attention <u>Example of a 4 mark answer</u> Cognitive therapy works on the basis that a psychological disorder is the result of the way that an individual thinks about a situation or event that could potentially cause a mental health problem (1). The aim of cognitive therapy is to change thought patterns so that these situations or events are perceived more positively – or at least less negatively – in the future (1). For example, research shows that people prone to depression tend to view loss as their fault, as something that will always happen and as something that will pervade other areas of their lives (1). Using cognitive therapy to help such people to make more external, unstable and specific attributions has been successful at reducing their vulnerability to depression (1).	4	**4 marks** for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the cognitive area. **3 marks** for a detailed and accurate description of a relevant application, or for an accurate description which is clearly related to the principles or concepts of the cognitive area. **2 marks** for an accurate description of a relevant application, or for identifying an application which is related to the principles or concepts of the cognitive area. **1 mark** for identifying an application. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> The vast majority of candidates knew what was meant by an application, and references to eyewitness testimony or use of memory techniques in the classroom were common here. Many candidates could explain their chosen application to some degree with a minority going into enough detail to earn all four marks.
	c		**Compare the cognitive area and the psychodynamic perspective in terms of strengths and weaknesses.** **Possible strengths/weaknesses of the cognitive approach:** • Highly scientific • Objective study of the mind • Too reductionist • Overly mechanistic • Mind cannot be observed – open to interpretation • Describes rather than explains thinking • Over-reliance on artificial research	8	**7-8 marks** for a thorough consideration of strengths and/or weakness from each area. Arguments are developed and coherent. There are clear and valid comparisons between the two areas as part of the discussion. **5-6 marks** for a consideration of strengths and/or weaknesses from each area. There is some coherency to the arguments made. There is some attempt to make a comparison between the two areas as part of the discussion. **3-4 marks** for accurately outlining at least

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Question	Answer/Indicative content	Marks	Guidance
	Possible strengths/weaknesses of the psychodynamic perspective: • High in validity • Emphasises the importance of past experiences • Too subjective • Too many hypothetical constructs that cannot be tested • Over-reliance on case studies – generalisation is difficult • Lacks parsimony • Poor predictor as unresolved conflicts are said to lead to a variety of issues depending on individual circumstances		one strength and/or weaknesses from both areas. 1-2 marks for accurately identifying a strength and/or weakness of one or both areas. 0 marks – no creditworthy response. <u>Examiner's Comments</u> Many candidates were able to identify relevant strengths and weaknesses of both areas, with some candidates explaining these and demonstrating good insight. For higher marks, there needed to be some level of comparison and this was evident in a lot of candidates' responses – for example, by comparing the two areas on their scientific value. Misconception Some candidates assumed they needed to include core studies in their response to this question, but this was not a requirement. In fact, it rarely added to their response when they did. Candidates need to be careful to read what the question is actually asking for rather than making assumptions based on previous questions they may have encountered. Exemplar 2

Question			Answer/Indicative content	Marks	Guidance
					A strength of the cognitive area and the psychodynamic perspective is that both areas can be considered useful. The cognitive area can be considered useful as it enhances our knowledge in terms of information processing and the impact of observation on memory. This is a strength because by enhancing our knowledge we can develop practical applications in relation to the impact on memory such as noise, it may be better to learn and recall something in silent than noise. The psychodynamic area can be considered useful as it explains a cause of behaviour being due to development and the unconscious mind of the id, ego and superego. This enhances our knowledge as we know that behaviour is an impact of factors out of our control. Both areas are useful as they enhance our knowledge and allow us to develop practical applications which benefits the reputation of psychology. A weakness of the cognitive area and the psychodynamic area is that both areas are [continued on additional paper] considered to be reductionist. This is when only one aspect is taken into consideration and other causes are ignored. The cognitive area suggests that behaviour is a result of observation and information processing being reductionist as it doesn't identify the cause of it being due biological factors such as the brain or social factors such as the environment. Similarly the psychodynamic area is considered to also be reductionist as it suggests that behaviour is a result of the unconscious mind, so we have no control over it, however it ignores biological causes of behaviour such as genes. This is a weakness of both areas as they reduce that the cause of behaviour being a social factor or biological factor. A strength of the cognitive area is that it can be studied more easily and can be high in reliability as the method of testing can be repeated and replicable results can be found as it's testable and can establish an Ward & Dr. However a weakness of the psychodynamic area is that it can be hard to study as every individual is unique and behaviour changes through experiences. This makes it difficult to test and observe behaviour and the method of testing maybe difficult to apply to every different individual reducing the reliability of the psychodynamic area. This response has a good focus on the question. Both areas are considered in detail, and both strengths and weaknesses are considered. The candidate has also structured the responses to demonstrate their ability to compare the two areas.
			Total	16	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
16	a		**Describe two features of the area of individual differences and briefly explain how they apply to this article.** **Possible features:** • Individuals as unique e.g. *not all of us are the same and they should accept peoples different ways* • Avoiding generalisations e.g. *two people can look at something and see very different things* • Adopting an idiographic approach e.g. the use of different examples to illustrate the same psychological disorder • Understanding/measuring differences e.g. *quite simply because there is no shame in having a child on the autistic spectrum* • Focus on atypical behaviours e.g. *my little boy is on the autistic spectrum* • Focus on personality e.g. *they often would love to socialise with friends they just find it harder* • Holism e.g. the extract shows different factors impacting on the development of autism • Importance of subjective experience in studying behaviours e.g. *I cannot truly speak for him as only he knows how he feels* • Belief in free will e.g. *attitudes will only change once people start talking about this stuff*	6	For each feature; **1 mark** for knowledge of a relevant feature of the area **1 mark** for further description of the feature **1 mark** for applying this knowledge to the article. N.B. It is not possible to credit the application mark without the knowledge mark otherwise the candidate is simply quoting from the article with no evidence of understanding. <u>Examiner's Comments</u> Most candidates were able to identify one relevant feature, and some could identify two. There was a tendency for candidates to offer two features which were too similar to receive separate credit. Better responses outlined the chosen features further and made a clear link between the feature and the article. However, it was rare for candidates to score full marks on this question. **AfL** When responding to this kind of question, candidates need to get in the habit of starting with the source to decide how the content can be related to what they know already. With this year's question, it appeared that candidates were first identifying a feature of the individual differences area and then trying to find information from within the source to illustrate – this wasn't always a successful strategy.
	b		**Using your knowledge of psychology, suggest ways in which the lives of individuals with autism could be improved.** **Possible suggestions:** • Use of operant conditioning to develop more sociable behaviours • Use of modelling to develop more	8	**7-8 marks** for a high standard of knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is very effective application of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about how they could be implemented and

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Question			Answer/Indicative content	Marks	Guidance
			sociable behaviours • Special schooling to support individual needs • Social support groups for parents/carers • Campaigns to raise awareness of autism and reduce stigma/discrimination • Therapeutic play • Use of medication for certain symptoms		developed. At least two suggestions are covered. 5-6 marks for a good standard of knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is effective application of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about how they could be implemented and developed. At least two suggestions are covered. 3-4 marks for reasonable knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is some application of psychological knowledge within these suggestions. The suggestions are partially accurate. 1-2 marks for basic knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy. 0 marks – No creditworthy response. N.B. If only one suggestion is made then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above. <u>Examiner's Comments</u> This question elicited a variety of responses. Most candidates focused on two suggestions which was enough if done well. The best responses had a clear psychological basis to their ideas which included reference to key terminology and concepts. There was also an obvious focus on how these ideas would improve the lives of individuals with autism whereas in other responses this was only implied.

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Question			Answer/Indicative content	Marks	Guidance
	c		Evaluate the suggestions you have made in part (d) with reference to issues and debates you have studied in psychology. Potential issues for evaluation: • Assumptions relating to nature/nurture • Assumptions relating to freewill/determinism • Assumptions relating to reductionism/holism • Assumptions relating individual/situational explanations • Usefulness • Ethical considerations • Social sensitivity • Psychology as a science • Ethnocentrism • Validity • Reliability	10	9-10 marks for demonstrating good evaluation that is relevant to the demand of the question. The arguments are coherently presented with clear understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are in context and supported by relevant evidence of the description given in 9d. More than one suggestion is evaluated. 6-8 marks for demonstrating reasonable evaluation that is mainly relevant to the demand of the question. The arguments coherently presented in the main with reasonable understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 9d. 3-5 marks for demonstrating limited evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show limited understanding of the points raised. The evaluation points are occasionally in context and supported by relevant evidence of the description given in 9d. 1-2 marks for demonstrating basic evaluation that is rarely relevant to the demand of the question. Any arguments lacks clear structure/organisation and show a very basic understanding of the points raised. The evaluation points are not necessarily in context and are not supported by relevant evidence of the description given in 9d. 0 marks – No creditworthy response. N.B. If only one suggestion is evaluated then a maximum of 6 marks to be awarded. Award marks in line with the descriptors above. <u>Examiner's Comments</u> As with Question 9(d), there was real variability in the quality of response. In general, those candidates who scored well in the previous question also tended to do

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Question	Answer/Indicative content	Marks	Guidance
			well on this one. Strong evaluation was characterised by a balanced approach which considered all suggestions in some depth and where the discussion was around key themes and debates in psychology rather than just looking at the pragmatics of implementing a particular idea. AfL Candidates are still tending to evaluate any suggestions they make for an idea or initiative based on issues such as time and cost. To score well, candidates need to learn to go beyond this and consider bigger issues centred around the debates and other themes. Candidates should not worry about the validity of the suggestions that they make in Question 9 (d) as a weak or limited idea is easier to evaluate. Exemplar 3 This could be done using social learning theory. For example, parents of children with autism are a role model, so they should allow their child to observe them socialising with other people. This observation of a role model makes the autistic child likely to imitate the behaviour, meaning that they will learn how to act in social situations. Therefore, behaviourism will be useful in improving the lives of individuals with autism. In addition, operant positive reinforcement could be used to improve lives of autistic people. For example, when an individual with autism interacts with someone in a socially correct way, they could be rewarded with a small gift, like chocolate. This will encourage this social interaction to continue because the individual will keep wanting to receive the reward. Therefore, operant conditioning will work in the form of a token economy to improve the lives of individuals with autism. This response shows good psychological

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Question			Answer/Indicative content	Marks	Guidance
					knowledge as well as outlining feasible strategies. Exemplar 4 Using social learning theory to improve improve lives is very deterministic. SLT assumes that all behaviour is influenced by learning, thus removing the element of choice for the individuals. This means that the persons ability to make their own choice (free-will) is ignored when seeing how people with ASD socialise. However, SLT is sceptic as Bandura studied the impact of this in a controlled observation of the aggression of 72 children with a bobo doll. This means that SLT is a reliable belief for the cause of behaviour, so is very likely to be effective in improving the lives of people with autism. Operant conditioning ignores the individual differences of each person use with autism. For example, one person may be able to resist the temptation of a reward more than another person. Therefore, using operant conditioning may not be effective in improving the lives of every person with autism. Alternatively, operant conditioning supports the nurture side of the nature-nurture debate. This means that behaviour is due to a person's environmental influences, so believes that people with autism are able to change. Therefore, lives of people with autism are a result of environmental factors, which can be successfully altered using operant conditioning. The evaluation in this response goes beyond the basics and begins to explore psychological themes and concepts. **Misconception** Some candidates believe that writing about the rationale behind an initiative or idea or explaining its potential impact counts as evaluation. If anything, this type of content is better included in Question 9 (d) as it really counts as further description.
			Total	24	

Question			Answer/Indicative content	Marks	Guidance
17	a		Compare the biological area to the behaviourist perspective. Use examples from appropriate core studies to support your answer. Candidates may make comparisons between the following: • Data collected • Ethical considerations • Reductionism • Determinism • Ethnocentrism • Scientific procedures • Methodology / Designs • Reliability • Validity • Individual / situational explanations • Nature / nurture • Usefulness of research A comparison point based on the assumption of the areas cannot be credited with elaboration marks unless linked to a debate (maximum 3 marks) Example comparison point: • One way the biological area and behaviourist perspective are similar is through the use of controlled methodology such as laboratory experiments (1). For example in Bandura's study from the behaviourist perspective an IV was manipulated – whether or not the children observed an aggressive, non-aggressive or no role model, and the environment was high controlled – all toys in each room were the same for all children (1). Similarly in Blakemore and Coopers study from the biological area, an IV was manipulated - whether the kittens were reared in a horizontal or a vertical environment (1). This means both approaches carry out research which can establish cause and effect because the influence of extraneous variables is minimised (1) • Other appropriate response	12	Per point of comparison: Best two should be credited 4 marks – Similarity / difference between perspectives is identified (1); discussed / elaborated (1); And supported by relevant evidence from two appropriate supporting core studies (1+1) 3 marks – Similarity / difference between perspectives is identified (1); not discussed / elaborated; But supported by relevant evidence from two appropriate supporting core studies – one from each perspective (1+1) OR Similarity / difference between perspectives is identified (1) Discussed / elaborated (1);And supported by relevant evidence from one appropriate core study (1) 2 marks – Similarity / difference between perspectives is identified (1); not discussed / elaborated; But supported by relevant evidence from one appropriate core study (1) OR Similarity / difference between perspectives is identified (1); discussed / elaborated (1); But not supported by any relevant evidence from appropriate core studies 1 mark – Similarity / difference is identified (1) 0 marks – No creditworthy response *As the question asks students to use evidence from appropriate core studies, only those addressed on the specification should be credited* *Responses that identify AND / OR discuss comparison points between research rather than the areas should not be credited* *As the question says compare, candidates can give 2 similarities, 2 differences or a similarity and a difference* *The evidence given to support must clearly support the point being made to be*

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Question			Answer/Indicative content	Marks	Guidance
					credited <u>Examiner's Comments</u> For an 8 mark comparison question, candidates should identify two clear points of comparison – similarity / difference which they elaborate and then support with relevant evidence from two appropriate core studies. Many candidates only made one comparison point or failed to make any comparison points and simply described evidence from two core studies. Some candidates used inappropriate studies to support their points or used inappropriate detail from the study which did not match their point. A well-structured answer differentiated the better candidates from weaker ones.
	b		**Describe how the biological area is reductionist. Support your answer with evidence from one appropriate <u>core study</u>.** Possible answer: • *(Describe)* Reductionism is where you break down a behaviour into its constituent parts and analyse the relative contribution that factor makes – reducing the explanation down to its simplest form (1). The biological area does not look at all possible causes or explanations for behaviour and reduces the explanation of human behaviour down to a biological cause without considering all contributing factors. (1)*(Evidence)* For example Sperry did not have a control group of participants with epilepsy but had not had their corpus collosum severed. The explanation of the participants' inability to name objects shown to their left visual field was reduced down to a biological cause, but without making a comparison it is know whether something else could be contributing to the observed difficulties. • Other appropriate response *Candidates may outline features of the area and then show how it is reductionist* ***OR*** *they may describe reductionism and describe how the area fits that definition*	4	**4 marks – Response demonstrates good** knowledge and understanding of reductionism and the biological area. Explicit description given for how the biological area is reductionist showing good application of knowledge. Answer is clearly supported by relevant evidence from an appropriate core study (2 marks outline of reductionism, 2 marks for core study description) *Candidates must have knowledge of both the area and its relationship with the debate to gain full marks* **3 marks – Response demonstrates reasonable** knowledge and understanding of reductionism and the biological area. Explicit description given for how the biological area is reductionist showing some application of knowledge but lacks some clarity. Attempt is made to support answer with relevant evidence from an appropriate core study (2 outline+1 evidence, or 1 outline + 2 evidence) **2 marks – Response demonstrates limited** knowledge and understanding of reductionism and the biological area. (1 outline + 1 evidence, or 2 outline +0 evidence) Partial description given for how the biological area is reductionist but

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Question			Answer/Indicative content	Marks	Guidance
					application of knowledge is **limited**. Vague attempt to support answer with relevant evidence from an appropriate core study **1 mark – Response demonstrates basic** knowledge and understanding of reductionism and the biological area. Basic / no clear description given for how the biological area is reductionist showing **basic / no application of knowledge. Basic** / no attempt to support answer with relevant evidence from an appropriate core study **0 marks –** No creditworthy response <u>Examiner's Comments</u> Many candidates demonstrated a clear understanding of reductionism and gave an explicit description of how the biological area is reductionist using appropriate supporting evidence.
			Total	12	

Question			Answer/Indicative content	Marks	Guidance
18	a		Describe <u>two</u> strengths of the developmental area. Support your answer with examples from relevant core studies. Possible strengths include: • Research within the developmental area can help improve our understanding of human behaviour, particularly the extent to which it is affected by ageing / maturity • Research within the developmental area can be extremely useful, having practical applications in the real world e.g. child care, education • Developmental research can help us positively influence children's behaviour. • A major strength of the developmental area is that participants can be studied over time to show how behaviours develop / change. • A major strength of the developmental area is that it has improved our knowledge and understanding of people at different ages and stages of development. • A strength of the developmental area is that the same participants can be studied over time to reduce participants variables. • The developmental area sheds light on the nature / nurture debate. • The developmental area uses a variety of quantitative and qualitative methods so gains useful data. • The area sheds light on when we can anticipate certain behaviours to develop / change. • The area can be considered scientific as laboratory experiments can be used which allow for high controls and the manipulation of variables so cause and effect can be inferred. • The area can be reductionist, allowing researchers to concentrate on one variable to study its effect on behaviour. • The area can be holistic, allowing researchers to examine how behaviour can be influenced by a variety of factors. • Other appropriate strengths should be credited.	[4] [2+2]	Per strength: 2 marks – A clear description of an appropriate strength which is supported by appropriate evidence from a relevant core study. 1 mark –The mere identification of an appropriate strength with no supporting evidence i.e. <u>no contextualisation</u>/ the mere identification of a strength with no justification / some understanding of a strength of the developmental area supported by vague evidence. 0 marks – No creditworthy information. • *The strength can be described* ***either*** *after the evidence has been provided* ***or*** *before.* • *Study-specific answers* ***are capped at 1 mark per strength.*** <u>Examiner's Comments</u> Many candidates were able to suggest two appropriate strengths of the developmental area. Unfortunately, in many answers the evidence did not actually show support for the identified strength.

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Question			Answer/Indicative content	Marks	Guidance
			Sources of supporting evidence: Supporting evidence is likely to come from Bandura et al., and / or Chaney et al. though examples from other studies may be appropriate e.g. Freud. Examples of a 2-mark answer: • A major strength of the developmental area is that participants can be studied over time to show how behaviours develop / change. Chaney et al.'s Funhaler study showed how, even after only a two-week period, the use of positive reinforcement techniques improved levels of medical compliance in young asthmatics. • The study by Bandura et al. helps to show us that if young children witness aggressive acts being displayed by their role models, there is a strong possibility that they will imitate the aggressive behaviours when appropriate opportunities arise. Research within the developmental area can therefore be very useful, having practical applications in the real world. For example, the study by Bandura can encourage role models to display pro-social behaviours rather than anti-social behaviours. Examples of a 1-mark answer: • A major strength of the developmental area is that it has improved our knowledge and understanding of people at different ages and stages of development. • The developmental area uses a variety of quantitative and qualitative methods so gains useful data.		

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Question			Answer/Indicative content	Marks	Guidance
	b		Describe <u>two</u> ways in which the developmental area is similar to the area of individual differences. Support your answer with examples from relevant core studies. Possible similarities: • Both areas offer the opportunity to conduct research using experiments. • Both areas allow research to be conducted in controlled environments. • Both areas allow researchers to establish cause and effect between variables. • Both areas offer the opportunity to collect objective, quantitative data. • Both areas support the nature debate. • Both areas can support the nurture debate. • Both area add to the individual / situational debate. • Both areas can be reductionist. • Both areas can be holistic. • Both areas can raise ethical concerns. • Research in both areas can lack ecological validity. • Research in both areas can have unrepresentative samples. • Both areas use observation to gather data. • Both areas can break ethical guidelines. • Both areas offer the opportunity to study the development of behaviour over time. • Other appropriate similarities should be credited. Sources of supporting evidence: Supporting evidence is likely to come from Bandura et al., Chaney et al., Freud, Baron-Cohen et al. Examples of a 3-mark answer: • Both areas offer the opportunity to collect, objective quantitative data. Chaney et al. found that asthmatic children achieved significantly more of the required four or more cycles per aerosol delivery when using the Funhaler compared to when they used the standard device. Likewise, Baron-Cohen et al. found that fewer adults with autism / AS were able to identify	[6] [3+3]	For each way in which the developmental area is similar to the area of individual differences: 3 marks: An appropriate similarity is identified **[1 mark]** and supported by relevant evidence from a core study that can be placed in the developmental area **[1 mark]** and a study that can be placed in the area of individual differences **[1 mark]**. 2 marks: An appropriate similarity is identified **[1 mark]** and supported by relevant evidence from **either** a core study that can be placed in the developmental area **or** a study that can be placed in the area of individual differences **[1 mark]**. 1 mark: An appropriate similarity is merely identified with <u>no supporting evidence.</u> 0 marks – No creditworthy information. • *Study-specific answers are capped at **1 mark per similarity** i.e. showing how a study from the developmental area is similar to a study from the individual differences area.* <u>Examiner's Comments</u> Some candidates gave good answers here, however many were unable to identify similarities between the two areas and / or support their identified similarity with appropriate evidence from studies from both areas. Some candidates either misread or misunderstood the question and referred to similarities between studies from the two areas i.e. gave study-specific answers.

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Question			Answer/Indicative content	Marks	Guidance
			emotions in the Eyes Task than either normal adults or adults with Tourette syndrome. • Research in both areas can have unrepresentative samples. For example, Bandura et al. in their study into the transmission of aggression used participants drawn from the nursery school of Stanford University. The children may not be representative of children from other geographical areas of the world. On the other hand, Freud used only one participant, Little Hans who had a phobia of horses. Not many young boys suffer such an extreme fear of horses. It is therefore difficult to generalise the findings of either study. Examples of a 2-mark answer: • Research in both areas can have unrepresentative samples. For example, Bandura et al. in their study into the transmission of aggression used participants drawn from the nursery school of Stanford University so findings cannot be generalised to children from other geographical areas. • Research in both areas can lack ecological validity. For example, in Baron-Cohen et al.'s study, participants had to interpret emotions from black and white pictures of eyes. This does not represent a real-life situation. Examples of a 1-mark answer: • Both areas allow researchers to conduct experiments to establish cause and effect. • Both areas can raise ethical concerns.		

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Question			Answer/Indicative content	Marks	Guidance
	c		**Discuss the usefulness of psychological research. Support your answer with examples from relevant core studies from the area of individual differences.** **Points of usefulness may include:** • (Academic) understanding is increased in relation to the way people behave. • Practical applications can be developed to help manage behaviours. • Findings may be high in validity. • If the study is conduced in the participant's natural environment, the study will be high in ecological validity. • If an experiment is used single variables can be isolated and tested to allow cause and effect conclusions to be drawn. • If quantitative data is gathered comparisons can be made and practical applications developed. • If qualitative data is gathered procedures may be put in place to help the participants involved. **Points against usefulness may include:** • The study may lack internal / external validity (lack of controls, use of self-reports, researcher bias, demand characteristics etc.). • Small / biased samples limit the generalisability and therefore the usefulness of the findings. • If an experimental method is used, the study may be low in ecological validity. • If the study uses a snapshot design there is no indication of how the behaviour(s) develop / continue over time. • If only one type of data is gathered usefulness is limited (practical applications are difficult to develop from just quantitative data; comparison cannot really be made from qualitative data). **Good response:** • Psychological research can be considered intrinsically useful if it	[10]	GOOD **9 – 10 marks –** The response demonstrates good understanding of the usefulness debate. Application of the debate is coherently presented showing a clear understanding of the points raised (at least 3). **Both** sides of the debate (i.e. supporting and challenging usefulness, e.g. two supporting and one challenging suggestions / two challenging and one supporting suggestions) are considered and supported with appropriate, detailed evidence from **more than one** relevant core study. Discussion is detailed with good understanding and clear expression. Analysis is effective and argument well informed. REASONABLE **7 – 8 marks –** The response demonstrates reasonable understanding of the usefulness debate. Application of the debate is mainly coherently presented showing a reasonable understanding of the points raised (at least 2). **Both** sides of the debate are considered (i.e. supporting and challenging usefulness, e.g. one supporting suggestion and one challenging suggestion) and **either** supported with appropriate evidence from one relevant core study in detail **or** superficial evidence from more than one study. LIMITED **4 – 6 marks –** The response demonstrates limited understanding of the usefulness debate. Application of the debate lacks clear structure / organisation and shows limited understanding of the point(s) raised (at least 1). **Most likely only one** side of the debate is considered e.g. one supporting suggestion and supporting evidence from one or more relevant core studies is superficial. BASIC **1 – 3 marks –** The response demonstrates very basic understanding of the usefulness debate. Application of the debate lacks clear structure / organisation.

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Question	Answer/Indicative content	Marks	Guidance
	furthers our knowledge and understanding of why people behave the way they do. For example, Freud found that Little Hans' fear of horses was really a subconscious fear of his father because he was experiencing the Oedipus complex. Such findings have considerable implications for psychologists / psychiatrists who are trying to find unconscious reasons for people's behaviours. Freud's work lead to the birth of psychoanalysis which still plays a significant role in the treatment of psychological issues today. However, one must be careful not to exaggerate the usefulness of such research. Freud's study only involved one young boy who may not have been typical or representative of the general population: not many young boys show such an extreme fear of horses; and as no girls were studied one cannot say how they might behave in similar situations. Psychological research can be seen as useful when it has practical applications that improve people's lives and / or the societies they live in. The research by Baron-Cohen et al. on advanced theory of mind showed that even high-functioning adults with autism / AS have problems when it comes to reading emotions in faces. When asked to complete the Eyes Task, participants with autism / AS performed significantly worse than either normal adult or adults with Tourette syndrome. Such research can open up practical ways forward in helping high-functioning people with autism / AS and / or those who interact with such individuals. For example, it might be possible to teach people on the autistic spectrum to use alternative visual clues to interpret emotion or teach those who interact with those on the spectrum to give clear visual and verbal cues to signal how they are feeling. Even so, such research may have limited usefulness in real life situations. The use of black and white photographs of peoples' eyes to test whether or not an individual can read another person's emotion lacks ecological validity. It is extremely rare in real life that anyone will only be		If both sides of the debate are referred to the points made are very weak and supporting evidence is likely to be **either** inappropriate / very vague **or** non-existent i.e. <u>no creditworthy evidence / very weak supporting evidence.</u> **0 marks –** No creditworthy information. • *Evidence must be clearly linked to the supporting / challenging point raised to gain any credit.* • *To reach the top band response must refer to both sides of the usefulness debate **and** more than one study as the question asks for examples from relevant core studies.* • *Study-specific answers are **capped at 3 marks.*** • *Answers merely discussing the usefulness of the individual differences area / debate are not creditworthy.* <u>Examiner's Comments</u> Again, many candidates were able to suggest ways in which psychological is / is not useful. However, there were many answers which used inappropriate supporting evidence i.e. evidence not from the area of individual differences e.g. Milgram, Loftus and Palmer, Grant et al.

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Question	Answer/Indicative content	Marks	Guidance
	presented with a pair of eyes and expected to judge the emotion being portrayed. Studies in the area of individual differences are often conducted under controlled, laboratory conditions and therefore lack ecological validity meaning they may not be related to real life situations where other factors in the surrounding environment may influence behaviour. The usefulness of research will also be affected by the tasks participants are asked to undertake. Much research in the area of individual differences deals with abstract tasks in unreal situations so research often therefore lacks mundane realism because the tasks used are contrived or artificial. The research by Baron-Cohen et al. involved reading emotions from black and white photographs of eyes which were presented to participants for three seconds. No other indications of emotional state or environmental influences that may help an individual interpret a person's emotional state / feelings were presented. This infers that the usefulness of such research may be of limited value. Reasonable response: • Psychological research can be considered useful as many interesting topics concerned with the understanding of human behaviour lend themselves to experimental research in which single variables can be isolated and tested to allow cause and effect conclusions to be drawn. In the research by Baron-Cohen et al. the ability to read emotions was tested using the Eyes Task in which participants were shown 25 black and white photographs of the eye region and asked make a forced choice between two mental states. Results showed that those with autism / AS scored worse than participants who were either normal or who suffered with Tourette syndrome. This allowed Baron-Cohen et al. to suggest that people with autism / AS have a core cognitive deficit of lacking a theory of mind. However, the findings such research may be difficult to apply		

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Question	Answer/Indicative content	Marks	Guidance
	outside the research setting may therefore have limited usefulness. Experimental research can be well-controlled, creating high internal validity. For example, in Baron-Cohen at al.'s study in theory of mind, procedures were standardised so all participants saw the same 25 black and white photos for 3 seconds each and had to choose between the same two emotional states for each photo This enables easy replication to confirm the results. Consistent results infer reliability. If findings can be considered reliable, the research may be very useful. It is useful to know that individuals on the autistic spectrum have difficulty reading the emotional states of other people. Limited response: • Psychological research can be considered useful as many interesting topics concerned with the understanding of human behaviour lend themselves to experimental research in which single variables can be isolated and tested to allow cause and effect conclusions to be drawn. In the research by Baron-Cohen et al. the ability to read emotions was tested using the Eyes Task in which participants were shown 25 black and white photographs of the eye region and asked make a forced choice between two mental states. Results showed that those with autism / AS scored worse than participants who were either normal or who suffered with Tourette syndrome. This allowed Baron-Cohen et al. to suggest that people with autism / AS have a core cognitive deficit of lacking a theory of mind. This is useful for people who interact with people on the autistic spectrum. Research that furthers knowledge and understanding of human behaviour contributes to the belief that psychology is an academic discipline. This is useful as it improves the credibility of psychology and strengthens the claim that it should be considered as a science. Basic response:		

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Question			Answer/Indicative content	Marks	Guidance
			• Psychological research can be seen as useful when it has practical applications that improve people's lives and / or the societies they live in. Psychological research can be considered intrinsically useful if it furthers our knowledge and understanding of why people behave the way they do. Research is therefore useful if it makes us more aware of our behaviour and the reasons for it. Research can also be considered useful as many interesting topics concerned with the understanding of human behaviour lend themselves to experimental research in which single variables can be isolated and tested to allow cause and effect conclusions to be drawn.		
			Total	20	

Question			Answer/Indicative content	Marks	Guidance
19	a		Outline one principle of the individual differences area in psychology. Possible answer: • In order to understand human behaviour we need to study how we differ from each other as well as how we are the same. • Individuals differ in their behaviour and personal qualities so not everyone can be considered 'the average person'. • Believes a person's behaviours are unique to them due to a combination of biological and experiential factors, such as DNA, cognitions and development. • Our individual disposition affects our behaviour and each person has their own unique experiences that influences how they behave • Other appropriate response	2	2 marks – Appropriate principle / concept is accurately outlined and clearly linked to the individual differences area 1 mark – Appropriate assumption is briefly or partially described. Understanding is not fully clear *e.g. we're all different* 0 marks – No creditworthy response *Must clearly be linked to the individual differences area* <u>Examiner's Comments</u> Most candidates gained full marks here. Candidates who did not achieve full marks often did not take their response beyond "everyone is unique". Some candidates focused only on core studies rather than the area itself so were not able to achieve any marks.

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Question			Answer/Indicative content	Marks	Guidance
	b		Outline one way the individual differences area has been applied to explaining human behaviour. Justify your response with evidence from a relevant core study. Possible answer: • Individual differences as an area has historically focused on personality and intelligence, often focusing on studying abnormalities within these behaviours. In looking at how people are different to others this area has been able to establish what constitutes abnormal / dysfunctional behaviour and make assumptions about the abilities / limitations of a certain person or group of people. For example, in Baron Cohen's study they were looking at the differences in emotional recognition between AS, HFA and normal adults, on the assumption that AS / HFA sufferers lack a theory of mind. The results indeed showed that the AS / HFA group were impaired when reading the emotions on the Eyes Task compared to all other conditions, demonstrating that lacking a theory of mind is a core deficit of individuals who have these disorders. • Other appropriate response	5	**5 marks** – Response demonstrates **good** application of psychological knowledge. **Good** understanding about HOW the individual diff area has been able to explain human behaviour. Application is explicit, accurate and relevant. Clear, detailed and relevant justifying evidence given from an appropriate core study. **4 marks** – Response demonstrates **reasonable** application of psychological knowledge. **Reasonable** understanding about HOW the individual diff area has been able to explain human behaviour. Application will be partially explicit, accurate and relevant. Attempt is made to justify answer with relevant supporting evidence but lacks some clarity. **3 marks** – Response demonstrates **limited** application of psychological knowledge. **Limited** understanding about HOW the individual diff area has been able to explain human behaviour. Application may not directly address the question. Partial attempt made to justify answer with relevant supporting evidence but lacks detail (needed to be developed further). **1-2 marks** – Response demonstrates **basic** application of psychological knowledge. **Basic** understanding about HOW the individual diff area has been able to explain human behaviour. Basic / no attempt to made to justify the answer with relevant supporting evidence from a core study **0 marks** – no creditworthy response *Candidates must show an understanding of the ID area itself – not just topics studied in specific research e.g. The ID area has been applied to explaining behaviour through Freud's study… – this would be a bottom band response* *As the question asks candidates to use evidence from a relevant core study, only those addressed on the specification should be credited* ***HOWEVER candidates do not have to identify evidence from a core study that is aligned under the area on the spec as they may identify that some***

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Question			Answer/Indicative content	Marks	Guidance
					core studies apply to more than one area ***BUT*** *it must be clear that the study referenced does apply to the individual differences area* *A <u>description</u> of the area followed by a description of findings from a study should be placed in the bottom band. e.g. ID believes… Baron Cohen found.. a justification must be attempted to get out of the bottom band - the question demands more than a description and address the question of HOW* *Answers that describe <u>research</u> from the ID area without addressing the area itself should be placed in the bottom band as the question asks about the area* *Candidate responses should be placed in the band it best fits with overall* <u>Examiner's Comments</u> Candidates found this question challenging, many only achieving 1, 2 or 3 marks. The question requires candidates to explain how the individual differences has been applied to explaining human behaviour and then support their response with appropriate evidence from a relevant core study; application of knowledge was therefore needed to achieve top marks and candidates clearly struggled to meet the demand of this question. Overall candidates focused solely describing on a core study, and although their study knowledge was good, they were not addressing the question asked. There was a balance across the paper for candidates who chose Baron Cohen or Freud to support their answer. Overall candidates did not show an understanding of the individual differences area in enough detail. Most candidates did not focus on how the area had been applied and what it is able to help us understand. Candidates who chose to focus on Freud's study also gave responses specific to the psychodynamic perspective rather than the individual differences area which meant they were not answering the question.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Describe how the social area provides a situational explanation of behaviour.** • A situational explanation looks past the individual and into their surroundings, focusing on social context, those surrounding them at the time, social processes and social stimuli - such as media / group pressures. The social area provides a situational explanation of behaviour because it investigates how the thoughts, feelings and behaviours of individuals are influenced by the presence of others and the pressures (perceived or otherwise) of a social context upon an individual's behaviour. • Other appropriate response.	3	**3 marks – Good** description and a clear understanding of BOTH situational explanations and the social area is shown. Valid description that effectively summarises the interaction between the two is good **2 marks – reasonable** description and some understanding of BOTH situational explanations and the social area is shown. Competent description that attempts to summarise the interaction between the two **1 mark – limited** description and limited / basic understanding of situational explanations and the social area is shown. Limited description that does not clearly, if at all, summarise the interaction between the two **0 marks –** No creditworthy response *Candidates must show a clear understanding of an situational explanation and the social area (referring to a principle or concept is acceptable) and how they two interact to gain top marks* *Evidence from a study is not needed to gain full marks, but candidates may refer to a an appropriate core study to illustrate the link they are making but they must make a link between the area and situational exp in addition to the evidence they give to get more than 1 mark as that is what the question demands* *Situational and social area are not just about the "environment"* Examiner's Comments Most candidates demonstrated a good understanding of the social area and situational explanations but few were able to draw a link between the two so were often only awarded 1/2 marks as they only partially addressed the question. The question required candidates to show an understanding of both the social area and the situational debate and to then explain how the two are linked (see MS guidance) but many candidates were unable to take their response beyond the reasonable

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Question			Answer/Indicative content	Marks	Guidance
					band. Some candidates also focused on the influence of the environment but were unable to explain what features of the environment were influencers according to the social area so did not achieve beyond 1 mark. Although it was not necessary for full marks, some candidates gave evidence from Milgram or Bocchiaro to support their answers; however many struggled to use the study evidence to address the question.

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Question			Answer/Indicative content	Marks	Guidance
	d		Describe how the biological area provides an individual explanation of behaviour. Possible answer: • The individual explanation, centres on a single person, and how their behaviours are unique to them due in part to biological factors, such as DNA and genetics. The biological area provides an individual explanation of behaviour because it believes that physiological differences exist in part due to genetics, physical processes in our bodies and the structure of the brain, which are unique to an individual • Other appropriate response	3	3 marks – Good description and a clear understanding of BOTH individual explanations and the biological area is shown. Valid description that effectively summarises the interaction between the two is good 2 marks – reasonable description and some understanding of BOTH individual explanations and the biological area is shown. Competent description that attempts to summarise the interaction between the two 1 mark – limited description and limited / basic understanding of individual explanations and the biological area is shown. Limited description that does not clearly, if at all, summarise the interaction between the two 0 marks – No creditworthy response *Candidates must show a clear understanding of an individual explanation and the biological area (referring to a principle or concept is acceptable) and how they two interact to gain top marks* *Evidence from a study is not needed to gain full marks, but candidates may refer to a an appropriate core study to illustrate the link* Examiner's Comments Candidates found this question challenging, more so than 6c. Most candidates demonstrated a good understanding of the biological area but less so individual explanations, with some candidates failing to address the individual explanation part of the question in their responses, meaning many candidates were not addressing the question. Candidates who referenced situational explanations to explain individual explanations were awarded partial credit. Many candidates referred to Sperry's study in their responses but did not do so in a way that answered the question.

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Question			Answer/Indicative content	Marks	Guidance
	e		**Compare the social area with the biological area. Use examples from relevant core studies to support your answer.** **Candidates may make comparisons between the following:** • Data collected • Ethical considerations • Reductionism • Determinism • Ethnocentrism • Scientific procedures • Methodology favoured / utilised • Data collection techniques • Individual / situational explanations • Usefulness • Nature • Socially sensitive nature of the research **Example comparison point:** • One difference is that the biological area is often low in ecological validity whereas the social area is often high in ecological validity. For example in Sperry's study from the biological area, the participants would not normally be flashed images for 1/10th of a second and asked to draw and name what they had seen, in everyday life the participants do not struggle as they did in the study to identify objects. On the other hand, in Milgram's study from the social area, the study was believed to be genuine by the participants and although the environment was unfamiliar the p's believed the research to be genuine hence it had mundane realism. This shows that the social area often collects data that better represents the participant's behaviour as it would be in a real life comparable situation whereas the biological area often collects data under controlled conditions so the conclusions may not represent how participants would behave in a real life setting.	12	**10 – 12 marks –** Response demonstrates **good** evaluation that is relevant to the demand of the question. Clear and accurate comparisons are made. Evaluation / argument is **coherently** presented with **clear** understanding of the points raised (comparison points are all identified AND explained). A **range** (*at least 3 points of comparison*) are considered in detail. Argument is highly skilled (discussing similarities and differences) and shows good understanding. Comparison points are supported by appropriate evidence. **7 – 9 marks –** Response demonstrates **reasonable** evaluation that is **mainly** relevant to the demand of the question. Comparisons are clearly attempted and are accurate. Evaluation / argument is **mainly** coherently presented with **reasonable** understanding of the points raised (comparison points are mostly, identified AND explained). At least 2 points of comparison are discussed. The comparison points are mainly supported by appropriate evidence. **4 – 6 marks – Response demonstrates limited evaluation that is sometimes** relevant to the demand of the question. Attempt to make a direct comparisons between the areas but lacks clarity of expression. Evaluation / argument lacks clear structure / organisation and has **limited** understanding of the points raised (limited explanation of identified comparison points). At least one comparison point is considered or two are considered but lacks clarity. The comparison points are **occasionally** supported by appropriate evidence. **1 – 3 marks –** Response demonstrates **basic** evaluation that is **rarely** relevant to the demand of the question. Direct comparison is unclear, inaccurate or nonexistent. Evaluation / argument lacks clear structure / organisation and has **basic** understanding of the comparison points raised (comparison points are seldom or accurately explained).

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Question	Answer/Indicative content	Marks	Guidance
			The comparison points are **not** supported by appropriate evidence. **0 marks –** No creditworthy response *Comparison point should be identified, explained and supported by appropriate evidence from a study* *The explanation needs to address implications of the mentioned comparison point – top band answers must go beyond mere identification of a similarity / difference e.g. this shows / means that.* *As the question asks students to use evidence from a relevant core study, only those addressed on the specification should be credited **HOWEVER** candidates do not have to identify evidence from a core study that is aligned under the area on the spec as they may identify that some core studies apply to more than one area **BUT** it must be clear that the study referenced does apply to either the biological or social area* *Responses that identify comparison points between research rather than the areas should <u>not</u> be credited* *An answer may be contexualised but can still be awarded bottom band if the response is basic and lacks structure* <u>Examiner's Comments</u> In response to this question many candidates were able to identify a number of accurate comparison points, the most common being a comparison of the assumptions of the areas / debates linked to the areas, however some candidates also compared methodological issues such as the preferred methodology used by each area (e.g. lab experiments vs. observations). A popular comparison point was nature vs. nurture with candidates arguing that the biological area was nature and the social area was nurture, however many candidates struggled to give appropriate evidence to show how the social area is nurture and often confused this with the behaviourist perspective. Similarly, many candidates referred to the social area as holistic and the biological area as reductionist but again struggled to

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Question			Answer/Indicative content	Marks	Guidance
					give appropriate evidence for how the social area was more holistic. Most candidates followed the expected technique of making a direct comparison point between the two areas before developing their answer further, however some candidates did not draw a direct comparison between the areas as required and instead presented the two areas separately. An answer which just identified comparison points that were not developed further and were not supported by evidence were placed in the bottom band. An area of difficulty for many candidates when answering this question was expanding on the comparison points that they stated, which was a requirement for accessing the higher mark bands. The answers requires candidates to identify a comparison point that is accurate and then elaborate on that comparison point, mainly by referring to the implications of the point they raise, going beyond mere identification, however many candidates did not develop their comparisons points in this way so their analysis was limited and could not achieve top band marks. Many candidates were able to give appropriate evidence to support the comparisons points they were making however the evidence was often vague and at times not directly relevant to the comparison point they were making.
			Total	25	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
20	a		Outline one principle or concept of the social area in psychology. [2] Possible principles / concepts; • Reference to the influence of other people • Reference to the influence of the social situation / social context • Reference to the social environment • Provides deterministic explanation (rather than free will) • Provides reductionist explanation (rather than holistic) • Provides a situational explanation 2 mark responses: • e.g. Other people and the surrounding environment (1) are major influences on an individual's behaviour, thought processes and emotions (1). • e.g. Attempts to understand how the thoughts and behaviours of individuals are influenced (1) by the actual, imagined or implied presence of others (1). • e.g. Provides a reductionist explanation of behaviour as claims behaviour is mainly influenced (1) by the presence of others (1). 1 mark responses: • e.g. the social situation influences people • e.g. supports a nurture explanation of behaviour as other people cause people to behave the way they do	2	2 marks – Appropriate principle / concept is accurately described and what the influence is upon behaviour / thoughts / emotions. Understanding is clear. 1 mark – Appropriate principle or concept is briefly or partially described. Understanding is not fully clear. 0 marks – No creditworthy response *Must clearly be linked to the social area* *Must clearly make reference to the influence upon thoughts or feelings or behaviours* *Do not accept reference to learning from environment / nurture explanations from the environment as this is the behaviourist perspective.* Examiner's Comments This was a well answered question with most candidates offering the idea of studying the influence of others on individual's behaviour, although other types of responses were creditworthy. Some candidates were not clear that it was a social environment they were referring to rather than the environment in general. Some candidates made the mistake of describing a principle of behaviourism.
	b		Outline how Bocchiaro et al's study links to the social area in psychology. Support your answer with evidence from this study. [3] 3 mark responses • e.g. Bocchiaro et al introduced a new paradigm for investigating the dynamic processes of disobedience between individuals and unjust authority (1). They were interested in investigating how individuals' moral decisions are influenced (1) by others, in this case an authority figure who would put	3	GOOD 3 – Response demonstrates good application of psychological knowledge and understanding. Application will be mainly accurate and relevant. Explicit links are made to how the study supports / fits the features of the area. The response is clearly supported by evidence from the study which relates to both social factors and their influence on behaviour. REASONABLE 2 – Response demonstrates reasonable application of psychological knowledge and understanding. Application will have accuracy and relevance. Partially explicit

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Question			Answer/Indicative content	Marks	Guidance
			undue pressure on individuals even when not physically present (1). • e.g. Bocchiaro looks at the psychosocial processes involved in reporting wrongdoing (1) to higher authorities (1) which is another behavioural option for individuals in the presence of unjust authority figures whose morals may conflict with the majority's (1). • e.g. Bocchiaro et al are looking at the social nature of variations in (dis) obedience (1). They used a form of softer aggression than the physical violence paradigm in Milgram's research, and claimed that in modern societies (1) verbal hostility is more typical than is physical aggression in the relationships between individuals and unjust authorities (1). 2 mark responses • e.g. Bocchiaro et al show how whistle blowing may be an option for some people (1) when they perceive the person in authority as making immoral requests (1). • e.g. The study showed how other people can make us obey in ways we would not expect to (1) as the reality of social situation is often more demanding that the imagined scenario (1). 1 mark responses • The study shows how it is not easy to whistle blow when under pressure from others. • Bocchiaro et al's study suggests that people with authority have a worrying influence over us.		links are made to how the study supports / fits the features of the social area but lacks some clarity of expression. The response is supported by evidence from the study which relates to both social factors and their influence on behaviour, or focuses on one of these ideas through elaboration. LIMITED 1 – Response demonstrates limited application of psychological knowledge and understanding. A partial link may be made by using evidence from the study that either supports social factors or their influence on behaviour. 0 marks – No creditworthy response *N.B. Marks cannot be awarded for describing the Social area. Candidates must apply the Bocchiaro study to the Social Area to earn credit.* *Evidence is needed for full marks but this must go beyond a mere statement of findings. This is likely to be in the form of why the results apply to the Social area.* *Rule of Thumb* *1 mark for applying social factors (e.g. there was an authority figure present)* *1 mark for applying influence on behaviour (e.g. participants felt obliged to write in support of the study)* *1 additional mark for some expansion e.g. showing how social psychology could explain the response of participants* <u>Examiner's Comments</u> This question challenged candidates in the sense that very few earned all three marks. Responses were not that well focused on the question with some giving a general definition of the social area (again). Sometimes by design (and possibly occasionally by chance), candidates were able to explain how the authority figure represented the influential other and how he impacted on levels of obedience of similar. What was missing in many responses was an explanation of the processes behind that influence.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	c		Describe **one** way the individual differences area is different from the biological area. Use examples from relevant core studies to support your answer. **[5]** **Possible ways the areas differ:** • Data collected (e.g. qualitative vs. quantitative) • Ethical considerations (ethically inconsiderate vs. ethically considerate) • Reductionism (holistic vs. reductionist) • Differing principles / concepts (everyone is unique and individually different vs. general focus on biology / genetic basis of behaviour) • Scientific procedures (lower control vs. higher control) • Methodology (e.g. case studies vs. lab experiments) • Reliability (lower in reliability vs. higher in reliability) • Validity (lower in validity vs. higher in validity) • Practical applications (fewer practical applications vs. more practical applications) • Data collection techniques (less objective vs. more objective) **5 mark responses:** • One difference is that the biological area often uses laboratory experiments whereas the individual differences area often uses case studies (1). This means that the biological area may have greater control over extraneous variables (1) than the individual differences approach as case studies typically have more extraneous variables (1). For example in Sperry's study all images were presented for the same amount of time for all participants (1) but Freud's study used a case study studying Little Hans' phobia in-depth but much less controls in how data was recorded e.g. questions asked were not standardised (1). • One difference is that the biological area tends to collect quantitative data. For example in Casey et al's study	5	**5 marks –** a difference is identified (1) and elaborated for both areas (1+1) and supported by relevant evidence from two appropriate core studies (1+1) **4 marks –** a difference is identified (1) and elaborated for both areas (1+1) and supported by relevant evidence from one appropriate core study (1) OR a difference is identified (1) and elaborated for at least one area (1) and supported by relevant evidence from two appropriate core studies (1+1) **3 marks –** a difference is identified (1) and elaborated for at least one area (1) and supported by relevant evidence from one appropriate core study (1) OR a difference is identified (1) and elaborated for both areas (1+1) but inaccurate or no supporting evidence is given **2 marks –** a difference is identified (1) and elaborated for at least one area (1) but inaccurate or no supporting evidence is given OR a difference is identified (1) not elaborated but supported by relevant evidence from one appropriate core study (1) **1 mark –** a difference is identified (1) but not elaborated / incorrectly elaborated and inaccurate / no supporting evidence is given **0 marks –** No creditworthy response The evidence MUST support the difference the candidate themselves gives e.g. if the candidate argues that one area gathers both qualitative and quantitative data the supporting evidence must prove this point. *As the question asks students to use evidence from a relevant core study, only those addressed on the specification should be credited however candidates do not have to identify evidence from a core study that is aligned under the area on the spec as they may identify that some core studies apply to more than one area but it*

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Question	Answer/Indicative content	Marks	Guidance
	they used scanning techniques to measure the activity of the brain (1). Quantitative data gives more objective data which is easier to compare and analyse (1). However the individual differences area often gathers qualitative data (1). For example in Freud's study Little Hans father asked open questions about his sons phobias of horses (1). This means that data is harder to compare but provides a more in depth insight into reasons / feelings than quantitative data (1). 4 marks response: • One difference is that the biological area often uses laboratory experiments whereas the individual differences area often uses case studies (1). This means that the biological area may have greater control over extraneous variables (1) For example in Sperry's study all images were presented for the same amount of time for all participants (1) but Freud's study used a case study studying Little Hans phobia in-depth but much less controls in how data was recorded e.g. questions asked were not standardised (1). 3 marks response: • One difference is that the biological area often uses laboratory experiments whereas the individual differences area often uses case studies (1). For example in Sperry's study all images were presented for the same amount of time for all participants (1) but Freud's study used a case study studying Little Hans phobia in-depth but much less controls in how data was recorded e.g. questions asked were not standardised (1). 2 mark response • One difference is that the biological area tends to collect quantitative data but the individual differences area often gathers qualitative data (1). For example in Freud's study Little Hans father asked open questions about his		*must be clear that the study referenced does apply to either the biological or individual differences area.* *Responses that identify comparison points between research rather than the areas should not be credited.* *As the question asks the candidates to describe they must go beyond merely identifying a difference - they should elaborate what the difference means or implies for each area e.g. this shows / means that.* *Candidates should directly compare between the two areas in describing the difference (as shown in the answer guidance.* *The individual differences area does not discredit biological influence as we are in part unique to each other because our genetics so saying individual differences area ignores this influence is not creditworthy.* <u>Examiner's Comments</u> Although most candidates understood what was expected of this question - some were unable to identify a difference in the first place which meant they could earn no further marks. It was not that differences were absent from the answer but that either they were not valid, or were not made explicit enough. Candidates demonstrated a better understanding of the biological area but often struggled to be clear about the main principles of the individual differences area and how they differ from the biological area. Better responses focused on differences relating to ideas such as science, reductionism and generalisability. Even then, the difference was not always expanded on which is where two of the five marks were targeted. However, candidates were better at using the relevant core studies to illustrate the difference they had identified - again, tending to find this easier with the studies representing the biological area than those representing the individual

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Question			Answer/Indicative content	Marks	Guidance
			son's phobias of horses (1). 1 mark response • One difference is the biological area is often more reductionist than the individual differences area.		differences area.
			Total	10	

Question			Answer/Indicative content	Marks	Guidance
21	a		*Suggest why research in the individual differences area is often considered socially sensitive. Support your answer with examples from relevant core studies.* Possible answer: GOOD ANSWER • Research can be defined as socially sensitive if it has wider (negative) implications, either directly for the participants in the research or for the class of individuals represented by the research (1). Studies in the individual differences area involve participants that, for one reason or another, 'differ' from the majority (1) and therefore findings from such studies, unless treated carefully, may have far-reaching negative consequences in terms of stigmatisation or discrimination (1). For example, in Gould's study it was found the Yerkes' IQ tests were highly flawed being culturally biased, dependent of good literacy and numeracy skills and so had tremendous negative effects on both the participants and others represented by the findings: American army recruits (in WW1) who scored poorly on the tests of native intelligence were marked as 'low average intelligence' and recommended only for the rank of 'ordinary private' whereas those who scored well were offered many promotion opportunities (1). Similarly, Baron-Cohen et al. used vulnerable participants who had autism / AS. This mental condition was already associated with many negative social stigmas so, by highlighting even more of the difficulties experienced by those with autism / AS, both participants and others with cognitive deficits such as lacking a Theory of Mind may experience even more prejudice (1). • Other appropriate suggestions should be credited.	[5]	GOOD **5 marks** – The response demonstrates good knowledge and understanding in relation to the demands of the question. The answer should show the following: • Knowledge of the individual differences area. • Understanding of the concept of socially sensitive research. • How the concept links to the individual differences area. • Supporting evidence from at least **two** relevant core studies. REASONABLE **3-4 marks** – The response demonstrates reasonable knowledge and understanding in relation to the demands of the question. The answer should show most of the features from the band above. LIMITED **1-2 marks** – The response demonstrates limited knowledge and understanding in relation to the demands of the question. The answer shows one or two of the features from the top band. **0 marks** – No creditworthy information. <u>Examiner's Comments</u> Although most candidates scored around the middle here, there were some very insightful answers that showed understanding of the link between the area of individual differences and the nature of socially sensitive research, illustrating this through effective use of relevant core studies. A common error was to confuse unethical research with socially sensitive research and this was most notable where Freud's case study of Hans was used and the focus was on the boy himself rather than any potential wider consequences of the research.

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Question			Answer/Indicative content	Marks	Guidance
	b		*Describe <u>two</u> weaknesses of the individual differences area. Support your answer with examples from relevant core studies.* Possible weaknesses include: • The area lacks a set of defining beliefs about why people behave the way they do + supporting evidence e.g. Hancock et al. • The tools / methods used for measuring differences may not always be valid + supporting evidence e.g. Freud. • The methodology used in this area may not be objective and is therefore open to bias + supporting evidence e.g. Freud. • It may be difficult to find suitable or willing participants so samples are often unrepresentative + supporting evidence e.g. Baron-Cohen et al., Hancock et al. • The area often raises the ethical or moral issue of 'labelling people as different' e.g. Freud, Hancock et al., Baron-Cohen et al., Gould. • Often case studies are used which can lead to biased conclusions / open to researcher bias+ supporting evidence e.g. Freud. • Difficult to make generalisations / predictions because of the focus on individuals + evidence e.g. Freud • The reliance on qualitative data makes it difficult to identify patterns / make comparisons e.g. Freud, Hancock et al. • Lacks scientific rigour + supporting evidence e.g. Freud. • Other appropriate weaknesses should be credited.	[4] [2+2]	Per weakness: 1 mark for stating an valid weakness of the area *Plus* 1 mark for illustrating the weakness through the use of an appropriate study. *NB The same study cannot be used to illustrate both weaknesses.* 0 marks – No creditworthy information. <u>Examiner's Comments</u> Most candidates scored two here – either by offering two valid weaknesses but without adequate illustration, or by offering one weakness (applied to a study) which was creditworthy while the other was not. Commonly credited weaknesses focused on unrepresentative samples, subjectivity, or a lack of scientific rigour in general. However, there were common errors too – such as assuming the area is reductionist – this is further confused by a frequent misunderstanding of the concept ie a number of candidates seem to believe a theory is reductionist simply because it ignores other theories. Even if this were true, this would a weakness that applied to all theories and this was a problem overall – that selected weaknesses were not specific to this area eg candidates suggesting it is unethical or socially sensitive as an area when this equally applies to all other areas.

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Question			Answer/Indicative content	Marks	Guidance
	c		*Compare the individual differences area with the behaviourist perspective. Support your answer with examples from relevant core studies.* Candidates may make comparisons between the following: • Data collected • Ethical considerations • Reductionism / holism • Determinism / freewill • Scientific procedures • Methodology / designs • Reliability • Validity • Ability to generalise • Individual / situational explanations • Nature / nurture Example answers: • The individual differences area differs from the behaviourist perspective because it focuses on the differences between individuals or groups rather than the similarities as looked for in the behaviourist perspective (1) which sees behaviour as being learned from the environment, suggesting that individuals exposed to the same stimuli will respond in similar ways, especially if the response leads to pleasant consequences (1). For example, Hancock et al.'s study focused on language differences between psychopathic and non-psychopathic murderers when describing their offences whereas Chaney et al. looked to see whether the overall administration of medication could be improved similarly in both asthmatic boys and asthmatic girls when asked to use a Funhaler compared to a conventional inhaler (1). Because the individual differences area often involves studying atypical individuals, sample sizes are often too small. For example, Freud only studied one individual, Little Hans when he was trying to find evidence to link the development of a phobia to his theory of psychosexual development (1). On the other hand, the behaviourist perspective tries to make general assumptions about how behaviour can	[6]	GOOD 5–6 marks for one similarity or difference is explored in depth with a detailed consideration of relevant core studies which support both areas. OR Two comparison points are identified and clearly linked to a relevant core studies from each area for each point. REASONABLE 3–4 marks for one similarity or difference that is brief and supported by evidence or is detailed but only partially supported by evidence. OR Two comparison points are identified with limited use of evidence. LIMITED 1–2 marks for one similarity or difference which may be supported by evidence. OR For outlining two studies where there is an indication of what the difference or similarity might be. *Responses that discuss comparison points between research rather than the areas should not be credited as these will not answer the question and so will be awarded NAQ.* *As the question says compare, candidates can give one or two similarities, one or two differences or a similarity and a difference.* *The evidence given to support must clearly support the point being made to be credited.* <u>Examiner's Comments</u> This was the most poorly answered question on the paper with many candidates unable to meet the demands of the question. Although most attempted it and knew they had to find either differences or similarities between the two approaches, the similarities or differences were frequently not creditworthy. A very common error was to contrast the aims of the two approaches but this rarely gave a genuine point of comparison. Other common errors included suggesting that

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Question			Answer/Indicative content	Marks	Guidance
			be learned from the surrounding environment so, sample sizes can be large (1). For example, Bandura et al.'s sample consisted of 72 children drawn from the Stanford University Nursery School when they showed how children can learn aggressive behaviour from adult models in their immediate environment (1). • Both the individual differences area and the behaviourist perspective recognise the role of environmental experiences in shaping behaviours (1). For behaviourists this is reliably explained in terms of conditioning and learning when individuals experience their environment and for the area of individual differences adopts a more holistic approach recognising the interaction of many external factors and how they impact on an individual (1). The role of experience is demonstrated in Bandura et al.s study where they showed that children exposed to role models in their environment are likely to pay attention to behaviour and imitate it (1). For example, children imitated an adult they had seen on a film by being aggressive to an inflatable doll – something they were unlikely to have done without this external influence (1). Meanwhile, in Freud's case study of Little Hans there is a suggestion that the boy's experiences through his relationships with his parents had led to him developing a phobia (1). The phobia was not seen as natural phenomenon but as something that was a response to the way Hans's parents had dealt with his Oedipus complex (1). • Other appropriate answers should be credited.		they represented completely different sides of the nature / nurture approach, that they were both reductionist (again linked to a misunderstanding of reductionism), and that they were both deterministic. Similarities were often not specific enough to these two approaches and could apply to any pairing of approaches eg both being unethical, both being useful. Of course, if the differences / similarities were not valid then the use of evidence could not get credit either which meant a number of candidates scored zero. Answers that earned marks tended to focus on differences rather than similarities, such as scientific versus unscientific, determinism versus freewill, holism versus reductionism, focusing on the individual versus making generalisations, interactionism versus nurture. A number of candidates completely misunderstood the question and identified differences or similarities which allowed them to compare studies from the different approaches eg suggesting both areas used experiments, or that one area used small samples while the other used large samples.

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Question			Answer/Indicative content	Marks	Guidance
	d		*Discuss ethical considerations in relation to the social area Support your answer with examples from relevant core studies.* **Supporting evidence should come from**: Milgram, Bocchiaro et al., Piliavin et al. and / or Levine et al. However, studies such as Bandura's and Levine's can be made relevant. **Ethical Principles that may be referred to:** • Respect – informed consent, right to withdraw, confidentiality. • Competence. • Responsibility – protection of participant(s), debrief. • Integrity – deception. <u>Example of a GOOD answer</u> • Studies in the social area are often field experiments with participants being unaware they are being studied. Participants may therefore have no opportunity to give their *consent*. For example, as the 4,500 participants in Piliavin et al.'s Subway Samaritan study were unaware their helping / non-helping behaviours on the New York subway were being observed and recorded, they had not consented to take part in the study. Whenever possible, participants should be asked if they're willing to take part in psychological research. However, participants who know they are being studied may respond to demand characteristics so findings will lack validity. If participants are unaware they are taking part in a study they are not offered the *right to withdraw* either themselves or their data. For example, participants in Piliavin et al.'s study were given no opportunity to withdraw their data as they simply got off the train and left the subway. They could however withdraw themselves from the actual situation by moving out of the critical area or going into another carriage. They therefore, unknowingly withdrew themselves from the situation though their movements were recorded. Similarly, participants in Levine et al.'s study were mere pedestrians in city centres around the world such as Rio de Janeiro, Mexico	[12]	GOOD **10–12 marks** – The response demonstrates good relevant knowledge and understanding of ethical considerations in relation to the social area. There is evidence of accurate and detailed description of **at least two** ethical considerations and **at least two** relevant studies from the social area which are used to good effect. The response demonstrates good analysis, interpretation and / or evaluation of ethical considerations that is mainly relevant to the demand of the question. Valid conclusions effectively summarise issues around ethical considerations and argument is highly skilled and shows good understanding. REASONABLE **7–9 marks** – The response demonstrates reasonable knowledge and understanding of ethical considerations. There is evidence of accurate description of **at least one** ethical consideration and **at least one** relevant study from the social area which are used to good effect. The response demonstrates reasonable analysis, interpretation and / or evaluation of ethical considerations that has some relevance to the demand of the question. Valid conclusions summarise issues around ethical considerations and argument is skilled and shows reasonable understanding. LIMITED **4–6 marks** – The response demonstrates limited knowledge and understanding of ethical considerations. There is evidence of description of **at least one** ethical consideration and **at least one** relevant study from the social area. The response demonstrates limited analysis, interpretation and / or evaluation of ethical considerations that has some relevance to the demand of the question. Argument is evident but with limited understanding. OR The response demonstrates reasonable knowledge and understanding of ethical considerations. There is evidence of accurate description of **at least one** ethical

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	City and Amsterdam. They were unaware that they were being observed to find out about their helping / non-helping behaviours and therefore gave no consent and could not withdraw. However, we could argue that we do not need to gain consent to observe people in a public area as it is accepted that we may be under observation for a number of reasons. Having said this setting up situations could be seen as going beyond mere observation. As many studies in the social area aim to find out how people behave in extreme situations there is often a lot of *deception.* For example, Milgram aimed to find out the extent to which individuals will obey immoral orders. To do this he deceived his participants in several ways. Firstly, his initial advert asked for volunteers to take part in a study of memory and learning, when in fact he was studying obedience. Secondly, participants thought they had an equal chance of being teacher or learner whereas this was fixed so they were always the teacher, Thirdly, participants were led to believe the shock generator actually gave electric shocks when in reality it did not. If participants are deceived and tricked into believing something that is not true, the integrity of the researcher can be questioned. However, on occasions, if deception is not used, participants may respond in a socially desirable manner so findings will lack validity. It is the responsibility of the researcher to *protect participants* from any psychological or physical harm yet this ethical consideration can be raised against many studies in the social area. Milgram, in his study of obedience, noted extreme signs of stress in many of his participants – sweating, trembling, laughing nervously. Although participants should not be put under stress it may be necessary to get valid and meaningful results. This when the benefits outweigh the costs. <u>Example of a REASONABLE answer</u>		consideration and **at least one** relevant study from the social area which are used to good effect. BASIC **1–3 marks –** The response demonstrates basic knowledge and understanding of ethical considerations. There may be reference to evidence. Any attempt at interpretation, analysis and / or evaluation will be basic. **0 marks –** No creditworthy information. *N.B. If all ethical considerations are made through the context of a study / studies then the answer cannot be placed in the top band.* *If there is no specific consideration of the social area in the response then the answer cannot be placed in the top band.* <u>Examiner's Comments</u> As expected, this question elicited a variety of responses, which clearly followed a normal distribution. Most candidates were able to outline a number of ethical issues, illustrating each one with a relevant study (while covering a range of studies). The discussion part was more limited with few candidates going beyond the argument for breaking ethical codes in the interest of valid results. Better answers raised more discussion points (eg cost-benefit analysis, the reputation of psychology, ways of addressing breaches of ethics). The best answers were clearly focused on the social area in general; explaining why this particular area of research is vulnerable in terms of certain ethical issues eg the need for deception, the likelihood of causing distress. Weaker responses tended to be study led and therefore raised ethical issues almost by chance rather than using them to structure their response. Candidates also needed to guard against making brief references to studies – it is important that they demonstrate clear knowledge and understanding of the features of a study, which are pertinent to the debate.

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Question	Answer/Indicative content	Marks	Guidance
	• Studies in the social area are often field experiments with participants being unaware they are being studied. Participants may therefore have no opportunity to give their *consent*. For example, as the 4,500 participants in Piliavin et al.'s Subway Samaritan study were unaware their helping / non-helping behaviours on the New York subway were being observed and recorded, they had not consented to take part in the study. Whenever possible, participants should be asked if they willing to take part in psychological research. However, if participants are observed in a public place this may be more acceptable. Having said this , Piliavin et al.'s participants were not simply observed, they were also set up. If participants are unaware they are taking part in a study they are not offered the *right to withdraw* either themselves or their data. For example, participants in Piliavin et al.'s study were given no opportunity to withdraw their data as they simply got off the train and left the subway. This shows lack of respect by the researcher. Although the ethical consideration of *debriefing* can become a concern in the social area, some studies offer the opportunity for participants to receive feedback so they can leave the research in the same state of mind as they arrived. In the debrief participants should be assured that their behaviour was perfectly acceptable even if it was not predicted. Piliavin et al.'s participants had not opportunity for a debrief as they merely got off the train at 125th Street. However, Milgram gave each participant a full debrief at the end of his observation by introducing them to the confederate learner and 'de-hoaxing' them. <u>Example of a LIMITED answer</u> • Rarely is the ethical consideration of *confidentiality* broken in studies in the social area. All four core studies in this area upheld this consideration as no names of individual participants were recorded. It is the duty of the researcher to show respect to		

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Question			Answer/Indicative content	Marks	Guidance
			participants so they cannot be identified. The ethical consideration of *debriefing* can become a concern in the social area. However, some studies offer the opportunity for participants to receive feedback so they can leave the research in the same state of mind as they arrived. For example, Milgram gave each participant a full debrief at the end of his observation by introducing them to the confederate learner and 'de-hoaxing' them. Unfortunately, Piliavin et al.'s participants were not given the opportunity for a debrief as they merely got off the train at 125th Street to go about their planned business. <u>Example of a BASIC answer</u> • It is the duty of the researcher to keep data entirely *confidential.* Piliavin et al. did not disclose any of the names of the train passengers. Participants should not be *deceived* and should know what the research aims to find out. Milgram deceived his participants because they were not told the research was about obedience		
			Total	27	