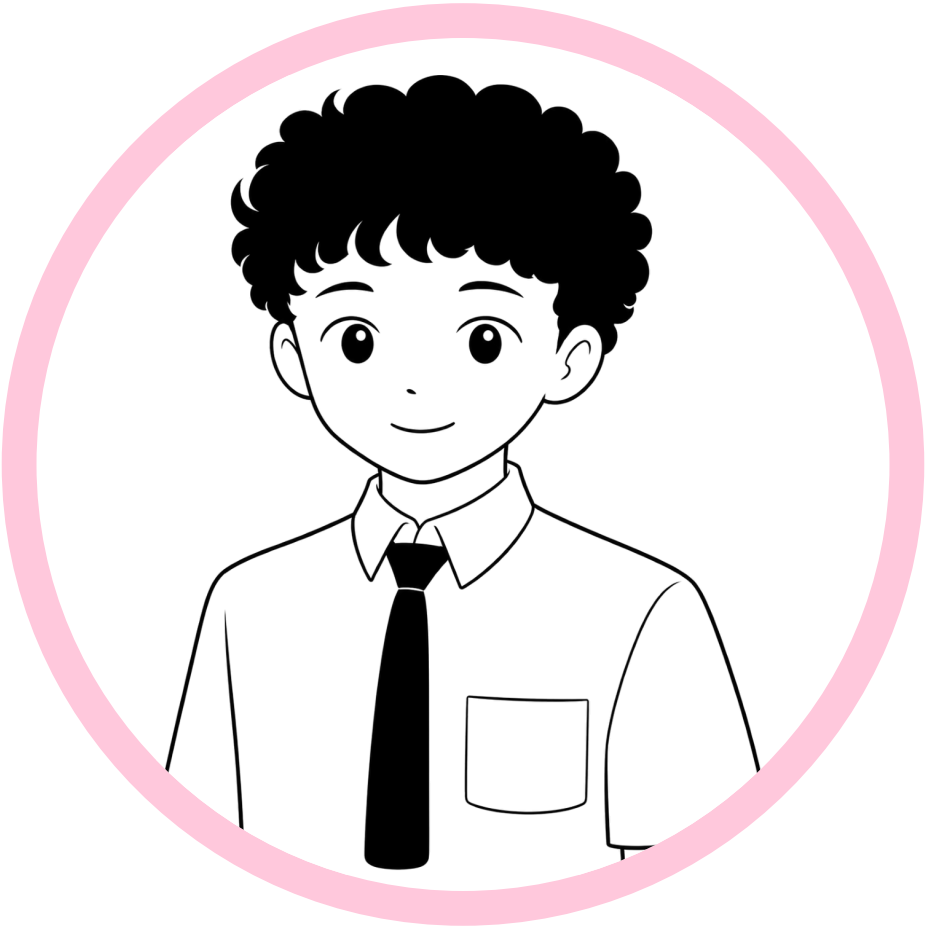
OCR A-LEVEL PSYCHOLOGY · H567

PSYCHOLOGY



EXAM QUESTION PACK

AREAS, PERSPECTIVES AND DEBATES: DEBATES

SCORE	PERCENTAGE
/297	%

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1(a) 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 **one** appropriate core study.

[3]

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

[15]

ical area is often considered reductionist. Support y

from an appropriate core study.

[3]

(b) Discuss the use of socially sensitive research in psychology. Support your answer with evidence from appropriate core studies.

[10]

ept of holism **and** how this relates to the individual d

[4]

psychological research.

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

[15]

he nature/nurture debate.

[2]

(b) Explain how Freud's (1909) study of Little Hans can support the nature side of the nature/nurture debate.

[3]

) Funhaler study can support the nurture side of the

[3]

5(a) 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.

[3]

re versus nurture debate and state how this can be r

area.

[3]

(c) * 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.

[12]

the social area can be related to the concept of holis

[5]

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

[5]

* Discuss the individual / situational debate in psychology. Use examples of research from the developmental area to support your answer.

[15]

to the individual/situational explanations debate.

[10]

Outline what is meant by the concept of holism and how this relates to Freud's (1909) study of Little Hans.

[4]

10(a)

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]

concepts of the biological area and briefly explain

related to the article.

---

[6]

dy into delayed gratification and briefly explain how

to the article.

[7]

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]

e made above with reference to themes and debate

psychology.

[10]

to context-dependent memory can be considered u

[3]

(b) * Discuss the nature/nurture debate in psychology. Use examples from relevant core studies to support your answer.

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[12]

12 * Discuss the free will/determinism debate in psychology. Use examples from relevant core studies to support your answer.

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[12]

13(a) Describe how research supporting the psychodynamic perspective can be seen as socially sensitive.

[4]

debate in psychology. Use examples from appropri

your answer.

[15]

he 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)

Using your knowledge of psychology, suggest ways in which the lives of individuals with autism could be improved.

[8]

e made in the part above with reference to issues a

studied in psychology.

[10]

Outline the different positions of the ‘psychology as a science’ debate.

[4]

nges the view that psychology can be considered a

answer with evidence from your chosen study.

[4]

hology can be considered a science. Use examples
studies to support your answer.

[15]

is reductionist. Support your answer with evidence fr

study.

[4]

* Discuss the usefulness of psychological research. Support your answer with examples from relevant core studies from the area of individual differences.

[10]

Describe how the social area provides a situational explanation of behaviour.

[3]

18(a) * Discuss the strengths and weaknesses of breaking ethical principles. Use examples from relevant core studies to support your answer.

[12]

(b) Describe **one** reason why conducting reductionist research is useful.

[3]

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Describe the concept of freewill.

[2]

20

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

[3]

Explain how Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined.

[3]

idual differences area is often considered socially s

answer with examples from relevant core studies.

[5]

aler study can be considered useful.

[3]

(d) * Discuss ethical considerations in relation to the social area. Support your answer with examples from relevant core studies.

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1	a		**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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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**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	18	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
2	a		**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. Examiner's Comments 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.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**Discuss the use of socially sensitive research in psychology. Support your answer with evidence from appropriate core studies.** Accept any study as evidence if it is clear why they are being considered as socially sensitive. Research can be defined as socially sensitive if it has wider (negative) implications, either directly for the participants or for the class of individuals represented by the participants. **Likely strengths of conducting socially sensitive research:** • Allows **greater understanding of unusual behaviours**. E.g., Baron-Cohen et al. focused on trying to achieve a more complete understanding of autistic spectrum disorders, particularly how autism affected adults. • It can lead to **positive interventions and practical applications for those with particular problems or difficulties**. E.g., Freud's study of Little Hans led to the development of psychoanalysis in which an individual is able to obtain a conscious grasp of his unconscious wishes, replacing the process of repression, leading to the individual being able to manage their fears and phobias • It can **allow psychologists to study an individual or small group of people to gather in-depth (qualitative) data**. For example, Sperry only studied 11 individuals and was therefore able to gather a lot of data in relation to the effects of having a split brain, particularly in relation to visual and tactile tasks. • Other appropriate strengths should be considered. **Likely weaknesses of conducting socially sensitive research:** • Research into any **mental disorder has the potential to be socially sensitive, particularly if it is investigating a deficit in people's abilities**. For example, Baron-Cohen et al.'s study showed that adults with autism/AS had an	10	**9 - 10 marks - GOOD -** There is a good understanding of both what socially sensitive research is and its implications. The response demonstrates **good understanding** of strengths and weaknesses of conducting socially sensitive research. The response is well-balanced and application of the debate is coherently presented showing a clear understanding of the points raised and their implication. **Both strengths and weaknesses (at least three overall)** are considered and supported with appropriate evidence from **more than one relevant core study.** Discussion is detailed with good understanding and clear expression. Analysis is effective and argument well informed. **7 - 8 marks - REASONABLE -** There is a reasonable understanding of what socially sensitive research is, though its implications may not be considered. The response demonstrates reasonable understanding of at strengths and weaknesses of conducting socially sensitive research. The response is well balanced and application of the debate is mainly coherently presented showing a **reasonable understanding** of the points raised. **Both strengths and weaknesses (at least one of each)** are considered and are supported with appropriate evidence from**one relevant core study.** Discussion shows reasonable understanding and analysis. **4 - 6 marks - LIMITED -** There is a limited understanding of what socially sensitive research is and there is no consideration of its implications. The response demonstrates limited understanding of **strengths OR weaknesses** of conducting socially sensitive research. The response is likely to be unbalanced and application of the debate lacks clear structure/organisation and shows limited understanding of the point(s) raised. Supporting evidence is limited. **1 - 3 marks - BASIC -** The response demonstrates a very basic understanding of what socially sensitive research is and of any **strengths OR weaknesses** of conducting socially sensitive research.

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Question	Answer/Indicative content	Marks	Guidance
	impaired Theory of Mind (ToM). This could be extremely sensitive as it suggests that people with AS are 'deficient' in terms of the ToM. • Socially sensitive research can lead to **individuals or groups feeling shame and exclusion due to the sensitive issues explored which may raise ethical concerns if the sensitive topic cause the participant(s) stress**. For example, Casey et al. found that overall, individuals who at the age of four had difficulties delaying gratification, continued to show reduced self-control as adults and had difficulties in supressing responses to positive social clues. Such findings could have a negative impact on low-delayers who could feel themselves to be less adequate than other people. • If findings from socially sensitive research are misapplied, it is **conceivable that certain individuals/groups of people could be given a negative label/be labelled negatively which could lead to them experiencing negative discrimination and/or prejudice**. For example, from the conclusions of Baron-Cohen et al's study, people with autism may be labelled as having an impaired theory of mind which may lead to discrimination from employers when they are looking for employees. • Other appropriate weaknesses should be considered.		Application of the debate lacks clear structure/organisation. Supporting evidence is likely to be **either** inappropriate/very vague **or** non-existent. **0 mark -** No creditworthy information. **N.B.** • Evidence must be **clearly linked** to the strength/weakness raised to gain any credit. • To reach the **top band** the response must refer to **both strengths and weakness** of conducting socially sensitive research and **more than one study** as the question asks for examples from relevant core studies. • **Study-specific** answers are **capped** at 3 marks. <u>Examiner's Comments</u> This question required candidates to discuss strengths and weaknesses of conducting socially sensitive research. Many candidates performed poorly on this question as it was evident that the majority do not really understand what is meant by socially sensitive research nor what the strengths and weaknesses of conducting socially sensitive research are. Many gave responses which were discussing ethical issues instead. Supportive research was needed and this can come from any of the core studies if the candidate has clearly identified how it is socially sensitive (e.g. creating stereotypes, labelling, etc.). Often the research may not always be relevant, however some candidates were able to use clear examples of research that is socially sensitive. **Misconception** Socially sensitive research and ethical issues are different issues in psychology. Teachers should make sure this the difference between the two issues is clear for students. Exemplar 1

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Question			Answer/Indicative content	Marks	Guidance
					Some socially sensitive research is useful if it will help us in daily or day life with dealing with that specific challenge. In the core study of Baron Cohen et al research was socially sensitive as participants in the autistic group were proven to be lacking Theory of mind. this may be socially sensitive as participant may have a harder time getting jobs but on the other hand with this new found information we can teach as people how to fit into the mainstream in different ways either with visual or verbal cues. in this study the pros and cons have been weighed up and the pros of being able to manually teach autistic people has outweighed the ~~pros~~ cons. In Exemplar 1, the candidate has provided a creditworthy strength of socially sensitive research, suggesting that this type of research can help us deal with daily challenges for some people. They have used appropriate conclusions from the core study of Baron-Cohen et al. to support their point about socially sensitive research. They then go on to explain the strength of this type of research, by teaching people with autism how to read visual and verbal cues. They have also very skilfully used the command word ‘discuss’ as they also provide a weakness of Baron Cohen’s research with their strength - ‘they may have a harder time getting a job’ due to their lack of theory of mind - which displays a good discussion.
			Total	13	

Question			Answer/Indicative content	Marks	Guidance
3	a		**Outline what is meant by the concept of holism and how this relates to the individual differences area.** Holism: This approach believes the 'the whole is greater than the sum of its parts' and states that behaviour is the result of lots of things interacting together. Possible content linking to individual difference area: Recognising the people are unique because they have their own set of experiences - so even two similar experiences will have different outcomes for people as they interact with many other factors that have come before which may be related to both nature and nurture. This is why it is difficult to predict any behaviours because they are multi-factorial.	4 (AO1)	**4 marks** for a detailed and accurate outline of the concept of holism and effectively applying it to the individual differences area. **3 marks** for a detailed and accurate outline the concept of holism and an attempt to apply it to the individual differences area, or for a brief outline of the concept of holism and for effectively applying it to the area. **2 marks** for a detailed and accurate outline of the concept of holism or for a brief outline of the concept and an attempt to apply it to the individual differences area, or for effective application of holism to the area even though the concept is not explicitly defined. **1 mark** for a brief outline of the concept of holism or an attempt to apply it to the individual differences area. **0 mark** - no creditworthy response. N.B. Full marks is possible without reference to research. However, research can be used to explain links made to the area. Therefore, credit research references when used effectively. <u>Examiner's Comments</u> The majority of candidates showed a clear understanding of holism through the outlines given. The strongest responses illustrated the idea of multiple factors *interacting* and impacting behaviour. This question differentiated the better prepared candidates as those achieving full marks demonstrated a clear understanding of how the holism debate relates to the individual differences area.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**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 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	19	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
4	a		**Outline the defining principles of the nature/nurture debate.** Likely answers: • Nature sees behaviour being strongly influenced by genetic, biological and physical factors. (1) Nurture, on the other hand, see behaviour being strongly influenced by learning processes and the environment. (1) • The nature side of the debate considers behaviour to be the result of genetic inheritance (1) whereas the nurture side of the debate considers behaviour to be due to how we have been brought up. (1) • Nature sees genetic, biological and physical factors as the explanation for thinking and behaviour (1) whilst nurture sees behaviour as learned or acquired through experiences in the environment. (1) • Other appropriate answer/principle(s).	2	**2 marks** – A clear response that identifies a defining principle of both nature and nurture. **1 mark** – A vague response **or** one that only refers to either nature or nurture, e.g. One believes behaviour is influenced by genetics and biological factors whilst the other believes behaviour is influenced by learning processes (vague); Nature sees behaviour being strongly influenced by genetic, biological and physical factors (only refers to only nature or nurture). **0 mark** – A muddled response that identifies nature/nurture but then provides the alternative explanation, e.g. Nature sees behaviour being strongly influenced by learning processes and the environment; nurture sees behaviour being strongly influenced by genetic, biological and physical factors. <u>Examiner's Comments</u> The majority of candidates were able to provide a clear defining principle of both nature and nurture. Candidates gave a vague response when both principles were identified but not labelled clearly, so it was not clear which principle went with which side of the debate (i.e. one believes behaviour is genetic and the other believes behaviour is influenced by environmental factors).

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Question			Answer/Indicative content	Marks	Guidance
	b		**Explain how Freud's (1909) study of Little Hans can support the nature side of the nature/nurture debate.** Likely answers: • Freud claimed that all children go through set stages of psychosexual development which are determined by maturation. These are subconscious but natural stages and include the phallic stage during which boys experience the Oedipus complex. Whilst in this stage boys subconsciously develop a strong attachment to their mother and sense their father as a rival. Freud documented the case of Little Hans to show how his fears, dreams and fantasies were symbolic of his unconsciously passing through the phallic stage. Just before he was three, Hans started to show a lively interest in his 'widdler' which Freud attributed to Hans being in the phallic stage, (a natural stage of maturation). • Freud claimed that all children subconsciously go through natural, set stages of psychosexual development which are natural progressions as an individual matures. He documented the case of Little Hans to show how his fears, dreams and fantasies were symbolic of his unconsciously experiencing the Oedipus complex. For example, Hans had a giraffe fantasy in which there was a big giraffe and a crumpled giraffe. Hans took the crumpled giraffe away from the big one and sat on top of it. This was interpreted as a representation of Hans trying to take his mother away from his father so he could have her to himself. Freud claimed that a boy's subconscious desire to have his mother for himself is a feature of the Oedipus complex which, in its turn, is a feature of the phallic stage of psychosexual development. • Other appropriate answer.	3	**3 marks –** A clear and accurate explanation of how Freud's study can support the nature side of the debate. The response must include: (a)Reference to the nature side of the debate. (b)How Freud's study links to the nature side of the debate. (c)Supporting evidence from Freud's study. **2 marks –** A reasonable explanation which may lack clarity in relation to how Freud's study links to the nature side of the debate/may have weak or vague supporting evidence, e.g. Freud claimed that all children subconsciously go through natural, set stages of psychosexual development. Freud documented how Hans' fascination with his 'widdler' were symbolic of his unconsciously passing through the phallic stage. **1 mark –** A vague answer or one that is <u>uncontextualised</u> to Freud's study, e.g. Freud documented how Hans' fascination with his 'widdler' were symbolic of him unconsciously passing through the phallic stage (vague); Freud claimed that all children subconsciously go through set stages of psychosexual development (no contextualisation). **0 mark –** No or incorrect answer. <u>Examiner's Comments</u> The majority of candidates could link Freud's study to the nature debate (e.g. psychosexual stages, Oedipus complex, phallic stage, id). Candidates who scored well on this question went further and made a reference to a principle of the nature debate which is appropriate for Freud's study (e.g. innate, natural, instinct, maturation, born with). This question also required evidence from Freud's study to contextualise their response, but this was missing in many responses.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Explain how Chaney et al.'s (2004) Funhaler study can support the nurture side of the nature/nurture debate.** Likely answers: • Chaney *et al.* showed that behaviour can be strongly influenced by external factors in the environment. They showed that children can learn behaviour through the process of positive reinforcement because when participants used the Funhaler correctly, the positive reward of seeing/hearing the toy work, had a positive effect on their asthmatic conditions making them more willing to adhere to their medical regime, thus improving their health status. • Chaney *et al.* found that when children used the Funhaler correctly, their asthma improved. This external influence meant that the children learned through the process of operant conditioning (learning as a result of the consequences of behaviour) that using an inhaler correctly can lead to improved health status. This shows that behaviour can be strongly influenced by learning processes and the environment. • Other appropriate answer.	3	**3 marks** – A clear and accurate explanation of how Chaney *et al.'s* study can support the nurture side of the debate. The response must include: (a)Reference to the nurture side of the debate. (b)How Chaney *et al.'s* study links to the nurture side of the debate. (c)Supporting evidence from Chaney *et al.'s* study. **2 marks** – A reasonable explanation which may lack clarity in relation to how Chaney *et al.'s* study links to the nurture side of the debate/may have weak or vague supporting evidence, e.g. Chaney **et al.** showed that children can learn behaviour through the process of positive reinforcement because when participants used the Funhaler correctly, their asthma improved. **1 mark** – A vague answer *or* one that is <u>uncontextualised</u> to Chaney *et al.'s* study, e.g. Chaney et al. showed that children's asthma improved as they learned to use the Funhaler correctly (vague); Chaney *et al.* showed that children can learn behaviour from the external environment through the process of operant conditioning/ positive reinforcement (no Contextualisation). **0 mark** – No or incorrect answer. <u>Examiner's Comments</u> The majority of candidates responded to the question well. Candidates did well, stating a principle of the nurture debate (learning, environment, influence of external factors) and clearly linking this to Chaney et al.'s study (Funhaler, spinner, whistle). This question also required evidence from Chaney et al.'s study to contextualise their response (e.g. improved medical adherence/improved their health/asthma). Candidates were able to apply the principles of nurture better on this question than Question 6 (b).
			Total	8	

Question			Answer/Indicative content	Marks	Guidance
5	a		**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
	b		**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.
	c		*** 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	18	

Question			Answer/Indicative content	Marks	Guidance
6	a		**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
	b		**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.
			Total	10	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance

7			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.
			
			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
				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.
					
					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
	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: ◦ 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		

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Question			Answer/Indicative content	Marks	Guidance
			with more validity • Situational approach is deterministic allowing for predictions to be made • Situational approach ignores the role of nature in behaviour		
			Total	15	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
8			**Discuss mental illness in relation to the individual/ situational explanations debate.** **AO1 (2 marks)** Candidates should demonstrate knowledge and understanding of the individual/ situational explanations debate. **AO3 (8 marks)** Candidates should analyse, interpret and evaluate explanations of mental illness in relation to the individual/ situational explanations debate. For instance, situational explanations might involve reference being made to behaviourist learning theories – e.g. in terms of a mental illness being the result of external factors affecting the individual through classical conditioning, operant conditioning and/or social learning. Individual explanations are likely to refer to biological explanations (in terms of biochemical factors, genetic inheritance and/or brain abnormality). Other explanations could also be cited and candidates may argue that both individual and situational factors are likely to play a part in explaining mental illness. Treatments can be made relevant as evidence on either side of the debate. Other appropriate responses should be credited.	10	**9-10 marks –** The response demonstrates good knowledge and understanding of the individual/ situational explanations debate. There is a good interpretation and evaluation of the individual/ situational explanations debate in relation to explanations of mental illness. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **6-8 marks –** The response demonstrates reasonable knowledge and understanding of the individual/ situational explanations debate. There is a reasonable discussion of the individual/ situational explanations debate in relation to explanations of mental illness. There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence. **3–5 marks –** The response demonstrates limited knowledge and understanding of the individual/ situational explanations debate. There is a limited discussion of the individual/ situational explanations debate superficially related to explanations of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **1–2 marks –** The response demonstrates basic knowledge and understanding of the individual/ situational explanations debate. There is a basic discussion of the individual/ situational explanations debate which may not be in relation to explanations of mental illness. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks –** No creditworthy response.
			Total	10	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
9			**Outline what is meant by the concept of holism and how this relates to Freud's study of Little Hans.** Holism: This approach believes the 'the whole is greater than the sum of its parts' and states that behaviour is the result of lots of things interacting together. Possible content: • Recognising the Hans' phobia was the product of interacting factors including; • unconscious desires • unconscious anxiety • age related stage of development • interactions with father • interactions with mother • arrival of new baby into family • witnessing a horse and cart accident NB Other appropriate responses should be credited.	4 (2+2)	**4 marks** for a detailed and accurate outline of the concept of holism and effectively applying it to Freud's study. **3 marks** for a detailed and accurate outline the concept of holism and an attempt to apply it to Freud's study, or for a brief outline of the concept of holism and for effectively applying it to the study. **2 marks** for a detailed and accurate outline of the concept of holism or for a brief outline of the concept and an attempt to apply it to Freud's study, or for effective application of holism to the study even though the concept is not explicitly defined. **1 mark** for a brief outline of the concept of holism or an attempt to apply it to Freud's study. **0 marks** – no creditworthy response.
			Total	4	

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	

Question			Answer/Indicative content	Marks	Guidance
11	a		**Explain how Grant et al.'s study into context-dependent memory can be considered useful.** Answers could refer to: • The concept that if an individual is asked to recall information in the same situation as it was first received, their memory can be enhanced and this is useful as it leads to individuals remembering information more accurately (1). Grant et al.'s study showed that studying and testing in the same environment can lead to enhanced performance, particularly if the learning and recall are both effected in silent conditions (1]) This could be very useful for both teachers and students who could do their best to learn and study in quiet environments as, when under examination conditions they will be asked to recall what they have learned in silence (1). • The concept that if an individual is asked to recall information in the same situation as it was first received, their memory can be enhanced and this is useful as it leads to individuals remembering information more accurately (1). Grant et al.'s study showed that studying and testing in the same environment lead to enhanced performance (1). This could be useful for the police when asking eyewitnesses to recall information relating to a crime they had witnessed as they can either ask the witness to imagine the crime scene/take them to the crime scene itself as re-establishing the original environment may lead to more accurate recall and evidence statements (1). Other appropriate answer.	3	**3 marks** for a clear and accurate response which demonstrates both knowledge and understanding of Grant et al.'s study, and how the findings can be useful. **1-2 marks** for a brief or vague response which shows some knowledge and understanding of Grant et al.'s study and makes some attempt to show how findings could be useful. No more than 1 mark can be gained if the answer has no contextualisation. **0 marks** – no creditworthy response.

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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**Discuss the nature/nurture debate in psychology. Use examples from relevant core studies to support your answer.** Nature: The basic assumption is that behaviour is heredity and linked to biological factor - the characteristics of the human species as a whole are a product of evolution and that individual differences are due to each person's unique genetic code. Nurture: The basic assumption is that at birth the human mind is a blank slate and that this is gradually "filled" as a result of experience with the environment through direct and indirect learning. Possible strengths of nature argument: • Evidence that certain behaviours appear difficult to change/condition • Evidence from twin studies, adoption studies, etc • Success in genetic engineering Possible weaknesses of nature argument: • Cross cultural differences in behaviours or incidence of behaviours • Too deterministic – biological determinism • Too reductionist – behaviours too complex to be attributed to single genes Possible strengths of nurture argument: • Evidence of behaviour change through conditioning, etc • Supported by hard scientific evidence of observable behaviours • Investment in strategies to change behaviours e.g. penal system, education system, therapies Possible weaknesses of nurture argument: • Too deterministic – ignores role of free will • Too holistic making it difficult to establish cause and effect • Focus on situation at expense of individual	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 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 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 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. **4-6 marks** for a limited discussion that 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. 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. There is limited or no use of psychological terminology and structure is poor.

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Question			Answer/Indicative content	Marks	Guidance
			<u>Examples of research supporting nature:</u> • Milgram – shows tendency to obey more about nature than a cultural trait • Loftus & Palmer – reconstruction of memory is part of human nature • Casey et al – brain function affects ability to delay gratification and this may be due to genetic inheritance • Freud – psychosexual stages and complexes are part of human nature • Baron-Cohen et al – evidence that autism is a distinct syndrome and potentially inherited <u>Examples of research supporting nurture:</u> • Milgram – shows the impact of environment (authority) on obedience • Loftus & Palmer – how memories are reconstructed depends on environment e.g. misleading information • Bandura – effect of modelling on aggressive behaviour • Chaney et al – effect of reinforcement on medical compliance • Freud – how a child copes with psychosexual conflicts is dependent on action of parents Other appropriate suggestions and/or appropriate evidence.		Information presented is rarely appropriate. **0 marks** – no creditworthy response. N.B. Even if the candidate raises the required number of points for a particular mark band, this does not automatically place the response in that band. The overall quality of the response and the other requirements for each band must be considered. N.B. Candidates who only describe EITHER the nature OR the nurture side of the debate/describe the nature/nurture debate and illustrate/support each explanation for behaviour with appropriate evidence can gain a maximum of 6 marks: To access the higher marking bands the <u>strengths and/or weaknesses</u> of both sides of the debate need to be considered. N.B. Study-specific answers are not creditworthy as they do not answer the question which asks candidates to discuss the nature/nurture debate. The question does not ask candidates to discuss strengths and weakness of individual studies. <u>However</u>, candidates may introduce a possible strength/weakness of the debate through firstly citing their evidence and then linking this to the debate.
			Total	15	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
12			**Discuss the free will/determinism debate in psychology. Use examples from relevant core studies to support your answer.** **Free will:** The idea that individuals are in control of their destiny and make conscious decisions that affect their behaviour. **Determinism:** The idea that behaviour is determined by forces beyond the individual's control which can be both internal and external. **Possible strengths of free will argument:** • Recognises freedom of choice; gives people responsibility for their actions. • High validity; intuitively right. • Emphasises the value of subjectivity. **Possible weaknesses of free will argument:** • Difficult to test and measure. • Hard to prove – if someone exercises free will then are they just responded to a command to do so (determinism). • Suggests no predictability or patterns to behaviour. **Possible strengths of determinism:** • Able to establish cause and effect. • Allows for prediction and control. • Recognises that people cannot always be held responsible for their actions. **Possible weaknesses of determinism:** • If everything has a cause then there is a question about where it begins. • Cannot be disproved as it can always be argued that a cause has not yet been discovered. • Treats people like 'machines' that are programmed and cannot exercise free will. **Examples of research supporting free will:** • Bocchiaro et al. (2012) showed some individuals were able to exercise free will and whistleblow although there is an argument that this was *determined*	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 of points (**at least four**) 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 very 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 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 (**at least three**) 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. **4-6 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. *Some 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. **One or a limited range** of points are considered with no real development. Relevant evidence is weak or *not apparent at all*. There is limited or no use of

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Question	Answer/Indicative content	Marks	Guidance
	by faith. • Bandura et al. (1961) demonstrated that not all behaviours are automatically imitated suggesting children make choices about who they model and what they model. • Milgram (1963) showed that not all participants obeyed the authority figure by shocking the learner to 450 volts. 14 participants dropped out at some stage between 300 and 450 volts demonstrating their free will not to harm another person. **Examples of research supporting determinism:** • Bocchiaro et al. (2012) showed that people often obey in ways that they would not predict when faced with certain situations. • Grant et al. (1998) demonstrated that level of recall is determined by context. • Chaney et al. (2004) demonstrated the effect of reinforcement on compliance. • Casey et al. (2011) investigated the idea that the ability to delay gratification is biologically determined. • Freud (1909) showed there was a role for psychic determinism is explaining atypical behaviour.		psychological terminology and structure is poor. Information presented is rarely appropriate. **0 marks** – no creditworthy response. N.B. Even if the candidate raises the required number of points for a particular mark band, this does not automatically place the response in that band. The overall quality of the response and the other requirements for each band must be considered. N.B. Candidates who only describe freewill and determinism and illustrate each explanation for behaviour with appropriate evidence can gain a maximum of **6 marks**: To access the higher marking bands the strengths and/or weaknesses of determinism and/or freewill need to be considered. <u>Examiner's Comments</u> A special allowance was made in the marking of this question as it produced unforeseen difficulties – many candidates did not provide a discussion of the freewill/determinism debate, instead defining the debate and describing how various core studies supported either freewill or determinism. Such responses could gain a maximum of 6 marks though candidates who considered strengths and/or weaknesses of determinism and/or freewill, supported by appropriate evidence, were able to access the higher marking bands. Specifically candidates needed to write about the strengths and weaknesses of the debate supported by the studies, and not the strengths and weaknesses of the studies supported by the debates. AfL Centres should be mindful of the command verbs used in questions, for example "Discuss" in the context of this question required candidates to consider strengths and/or weaknesses of determinism and/or free will and support it with evidence of core studies.

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Question			Answer/Indicative content	Marks	Guidance
					Exemplar 1 The free will / determinism debate looks at whether you are in control of your own behaviour throughout life or if your behaviour is already determined ~~[illegible]~~ for you. One argument supporting the free will side of the debate is act of being obedient. This could be explained by Milgram's study on destructive obedience which consisted of the role of a learner and a teacher. The teacher could not see the learner but was ~~[illegible]~~ instructed by the experimenter to ask the learner questions. If the learner got a question wrong the teacher was instructed to give a shock of 15 volts, which ranged from 15 volts to 450 volts. If the teacher didn't obey they would be prodded a maximum of four times by the experimenter. This study gives to the free will debate because the teacher's actions were based on their own free will and what they decided to do in that moment and the study found that 65% of participants reached 450 volts. However it could be argued that the social context they were in pressurised them into obeying because qualitative results from the experiment found that the participants were sweating and biting their lips which shows signs of extreme stress, thus the behaviour could have to an extent been deterministic. [12] Exemplar 1 shows that the candidate needed to enter a discussion relating to the strengths and weaknesses of both freewill and determinism. The response was given 6 marks as the candidate has described both freewill and determinism and illustrated each explanation for behaviour with appropriate evidence
			Total	12	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
13	a		**Describe how research supporting the psychodynamic perspective can be seen as socially sensitive.** **Possible content:** • Research can be <u>controversial</u> e.g. the notion of childhood sexuality is uncomfortable for many, the debate about whether recovered memories are just false memories leaving innocent people accused of abuse and other crimes • Research risks <u>stigmatising</u> and <u>stereotyping</u> e.g. parents are often blamed for adult problems, especially mothers, which can be seen as sexist. In addition, ideas around penis envy and castration anxiety support gender stereotypes • Research can impact on <u>social</u> <u>values</u> e.g. the perspective suggested homosexuality results from problems in childhood suggesting it is somehow deviant. The perspective suggests that some effects of a bad childhood are irreversible so this means some mental health issues and other atypical behaviours are left unresolved	4 (2 + 2)	**3-4 marks** for a clear, detailed and well informed description of how research supporting the perspective can be seen as socially sensitive **1-2 marks** for a brief or vague description of how research supporting the perspective can be seen as socially sensitive. There may be some muddling of ideas around the perspective or the nature of socially sensitive research. **0 marks** – no creditworthy response. NB If candidate demonstrates knowledge and understanding of socially sensitive research without effectively applying this to the psychodynamic perspective then award a maximum of 2 marks. <u>Examiner's Comments</u> Most candidates demonstrated some knowledge of what is meant by socially sensitive research. There was some muddling with research which is unethical, and this did not gain any marks. Some candidates did make links between relevant research and social sensitivity despite this being challenging. Those that used Freud's case studies found it easiest to access these additional marks.

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Question			Answer/Indicative content	Marks	Guidance
	b		Discuss the reductionism/holism debate in psychology. Use examples from appropriate research to support your answer. Reductionism: The idea that researchers break down a behaviour into its constituent parts and analyse the relative contribution that factor makes. Holism: The idea that the 'whole is greater than the sum of its parts' and that in order to understand behaviour researchers should consider how different factors at each level contribute to behaviour, rather than trying to reduce these further. Possible strengths of reductionism: • High in parsimony – explaining complex phenomena in their simplest form. • More scientific as it looks to establish cause and effect. • Easier to find empirical evidence when investigation is focused. Possible weaknesses of reductionism: • Over-simplifies complex phenomena. • Lacks construct validity. • This approach suffers from infinite regress. Possible strengths of holism: • More face validity. • More likely to explain why things happen. • Gives a more complete picture of human experience. Possible weaknesses of holism: • Too subjective and open to interpretation. • Tends to neglect the majority of approaches in psychology. • More difficult to make predictions. Examples of research supporting reductionism:	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 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 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. 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 is rarely appropriate. 0 marks – no creditworthy response.

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Question			Answer/Indicative content	Marks	Guidance
			• Maguire et al (2000) is seen as reductionist as she proposes that spatial navigation is localised in the hippocampus and that the neural activity in this region enables individuals to navigate their environment effectively • Raine (1997) explained that anti-social behaviours can be reduced to brain abnormalities and these can determine behavioural responses • Moray (1959) reduced the process of attention down to a simple model of dichotic listening • Kohlberg (1968) took the complex process of moral development and reduced it down to a product of biological maturation i.e. age Examples of research supporting holism: • Simons & Chabris (1999) investigated a number of factors that interact together to impact on attention e.g. how dynamic an event is, saliency of information, whether an event is unexpected or not, difficulty of primary task, etc • Bandura et al. (1961) recognised that a number of factors impact on the likelihood of a child learning behaviour from a model such as sex of model, sex of child, type of behaviour, level of reinforcement, etc • Freud (1909) identified a series of childhood events that a contributed to Hans' phobia of horses • Lee et al. (1997) concluded that a number of interacting factors influence a child's moral development including social and cultural norms and a child's own experience, as well as age NB Any relevant research is creditworthy. The research does NOT have to pertain to the core studies on this component		<u>Examiner's Comments</u> Most candidates were able to demonstrate knowledge of the debate both explicitly and implicitly. Candidates were also effective at selecting and outlining research studies that could be used to illustrate both sides of the debate. Sometimes, candidates relied on this skill too much and covered more studies than was necessary rather than taking time to discuss the actual debate itself. The strongest responses included an analysis of the debate by looking at the strengths and limitations of taking a reductionist approach as opposed to a holistic approach and vice versa. Misconception Some candidates seemed to think that the reductionist/holism debate could be discussed in relation to sample size i.e. a small sample made a study reductionist whereas a large sample made it holistic. AfL Candidates are increasingly better at applying reductionist ideas correctly to areas and studies but some still need to understand that a theory is not simply reductionist because it ignores other theories or explanations. If candidates reflect on what holism represents – recognising the interaction of multiple factors rather than accepting many or all theories - then they should be able to make sense of what reductionism represents.
			Total	19	

Question			Answer/Indicative content	Marks	Guidance
14	a		**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 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	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 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

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Question			Answer/Indicative content	Marks	Guidance
					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.
	b		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>

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Question	Answer/Indicative content	Marks	Guidance
			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 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

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Question	Answer/Indicative content	Marks	Guidance

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 knowledge as well as outlining feasible strategies.

Exemplar 4

Using social learning theory to improve lives is very deterministic. SLT assumes that all behaviour is influenced by learning, thus reducing the extent 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 scientific 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 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

Question			Answer/Indicative content	Marks	Guidance
					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	18	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
15	a		**Outline the different positions of the "psychology as a science" debate.** Possible answer: • One position is that psychology can be considered a science because it does attempt to control variables (1) and research can be replicated in the same way to establish consistent patterns in behaviour(1). The other position is that psychology cannot be considered truly scientific because there are many extraneous variables that cannot be fully controlled (1). Therefore, you cannot measure full cause and effect. (1) • Other appropriate response Potential features: • the study of cause-and-effect • falsification • replicability • objectivity • induction • deduction • hypothesis testing • manipulation of variables • control and standardisation • quantifiable measurements	4	**4 marks – Response demonstrates good** knowledge of the two different positions within the debate of Psychology as a science. No context needed. (2+2) Valid conclusions that effectively summarise both positions of the debate are highly skilled and shows good understanding. **3 marks – Response demonstrates good knowledge of one position and reasonable** knowledge of the opposing position. Valid conclusions that effectively summarise the debate are competent and understanding is **reasonable**. (2+1) or (1+2) **2 marks - Response demonstrates good** knowledge of one position within the debate with no mention of the alternative position or limited knowledge of both sides of the debate. Some valid conclusions that summarise the debate but understanding is **limited** / unclear. (1+1) **1 mark - Response demonstrates limited** knowledge of one position within the debate. Few / no valid conclusions that summarise the debate and understanding is **basic**. **0 marks** – no creditworthy response <u>Examiner's Comments</u> Many candidates knew the opposing positions of the 'psychology as a science' debate but should try to avoid giving list-like answers in place of providing the two opposing positions for the debate. Many candidates described one position of the debate, normally for psychology as a science, but could only gain two out of four marks if they didn't mention the alternative position.
	b		**Outline how one core study challenges the view that psychology can be considered a science. Support your answer with evidence from your chosen study.** **Candidates may claim their chosen study does not achieve some of the following:**	4	**4 marks – Response demonstrates good** application of psychological knowledge and understanding. Explicit links are made to how the core study challenges the features of scientific research. Answer is clearly supported by evidence from the core study. *Two reasons each with link.*

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Question			Answer/Indicative content	Marks	Guidance
			• the study of cause-and-effect • falsification • replicability • objectivity • induction • deduction • hypothesis testing • manipulation of variables • control and standardisation • quantifiable measurements Candidates may be refer to: • Any core study that uses subjective / biased data collection methods (observation – may miss behaviour, self-report – not directly observable) • Any core study that does not manipulate variables or have control over the environment Example answer: • Freud's study of Little Hans challenges the view that psychology can be considered a science because subjective data collection techniques are used. Little Han's Father is collecting information, often using leading questions, about his behaviour, fantasies and dreams and sending this information to Freud via letter. This means the data is not empirically gathered which is a key feature of being scientific, but also the Father may have been biased and reported information about his son that fits Freud's theory of psychosexual development which is again not scientific • Other appropriate response		3 marks – Response demonstrates reasonable application of psychological knowledge and understanding. Explicit links are made to how the core study challenges the features of scientific research but lacks some clarity of expression. Attempt is made to support answer with evidence from the core study. *Two reasons one with link* **or** *one reason fully elaborated and detailed.* 2 marks – Response demonstrates limited application of psychological knowledge and understanding. A partial link may be made to how the study challenges the features of scientific research. Vague attempt to support with appropriate evidence from the core study. *One reason with link* **or** *two reasons no links.* 1 mark – Response demonstrates basic application of psychological knowledge and understanding. Very few / no links made to how the study challenges the features of scientific research and basic / no appropriate evidence from the core study. *One reason but no link.* 0 marks – No creditworthy response *Candidates must have knowledge of both their chosen core study and the principles of scientific research to gain full marks* *No credit to be given to case studies or generalizability.* <u>Examiner's Comments</u> Full marks were obtained by giving two clear reasons for challenging the view that psychology can be considered a science, each with a link to a core study. Many candidates described Freud's study of Little Hans and stated reasons for psychology not being considered a science – for instance, subjectivity or lack of falsifiability. However, many answers did not make clear links to the core study. Some links were brief and did not thoroughly reflect the points made - for example 'Freud's research collected qualitative data on Hans' without referencing what the data was. Such responses demonstrated limited application of knowledge and as such could not access the higher marks.

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Question			Answer/Indicative content	Marks	Guidance
	c		Discuss the extent to which psychology can be considered a science. Use examples from appropriate core studies to support your answer. Reasons psychology can be considered a science: • Standardised procedures • Controlled methodology • Objective data • Objective data collection techniques • Manipulation of IV's and measurements of DV's • Reductionist positions Reasons psychology may not be considered a science: • Biased data collection techniques • Self reports • Secondary data • Only partial control can be achieved • Demand characteristics • Unable to falsify some theories (subconscious desires, thought processes) • Lack of direct observation • Lack of empirical data *Discussion means the candidate must draw on ways that psychology can be considered scientific and ways it may not and support points with relevant evidence from appropriate core studies throughout the response* *If no supporting evidence is given then the answer should be capped at 3.* If the answer is completely study led: cap at 3 marks	15	12–15 marks – Response demonstrates good AO3 evaluation and good description / understanding. A range (*at least 4*) of evaluation points are considered (positive and negative: can be imbalanced e.g.3 positive/1 negative). There is a consistent use of psychological terminology. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. The answer is explicitly and consistently related to the context of the question. At least **two** core studies should be referenced. 8–11 marks – Response demonstrates reasonable AO3 evaluation and reasonable description / understanding A range of evaluation points (at least 3 points) are considered (positive and negative). There is an appropriate use of psychological terminology. There is a line of reasoning presented with some structure. The answer is often related to the context of the question. At least **two** core studies. 4–7 marks – Response demonstrates limited A03 evaluation and limited description / understanding Limited range of evaluation points (at least two) are considered (positive or negative) also some points that are study led. There is a limited use of both psychological terminology and appropriate supporting evidence. The information has some relevance and is presented with limited structure. The answer is sometimes related to the context of the question. 1–3 marks – Response demonstrates basic AO3 evaluation that is rarely relevant to the demand of the question. And basic understanding of the points raised (identified points are seldom explained). Very limited range of evaluation points

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Question			Answer/Indicative content	Marks	Guidance
					considered and / or a discussion is rarely / not apparent. The evaluation points are rarely / not supported by relevant and / or appropriate evidence. The information is basic and communicated in an unstructured way. The answer is rarely / not related to the context of the question. **0 marks –** No creditworthy response <u>Examiner's Comments</u> Candidates were required to discuss the extent to which psychology can be considered a science and so needed to make both positive and negative evaluation points. Many candidates discussed their points fully and supported them with relevant evidence from appropriate core studies. Some candidates used study focused answers which did not answer the question explicitly, and this limited the amount of marks which could be awarded. When giving evidence for their points, weaker responses did not detail their evidence enough to support the points made and little elaboration was given.
	d		**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	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

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Question			Answer/Indicative content	Marks	Guidance
			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*		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 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	27	

Question			Answer/Indicative content	Marks	Guidance
16			**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	10	

Question			Answer/Indicative content	Marks	Guidance
17			**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.
			Total	3	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
18	a		Discuss the strengths and weaknesses of breaking ethical principles. Use examples from relevant core studies to support your answer. [12] **Ethical Principles that may be referred to;** • Respect – informed consent, right to withdraw, confidentiality • Competence • Responsibility – protection of participant, debrief • Integrity – deception. **Possible arguments for breaking ethical principles;** • Deception may be used to make a situation appear more realistic / feasible in an effort to establish ecological validity (although integrity is compromised). • Participants may not be informed they are being studied (or why they are being studied) to secure more natural behaviour (although this may compromise respect for participants). • Participants may have to suffer distress / discomfort to allow difficult / controversial matters to be investigated but this can be justified for 'the greater good' (cost / benefit analysis). • Researchers may wish to break confidentiality when a participant needs to be identified so they can receive support / intervention where they are at risk of harm. **Possible arguments against breaking ethical principles that may be identified:** • Participants may experience immediate physical or psychological harm. • Participants may leave a study in a different state to which they entered. • It may be more difficult to replicate the study if ethical principles are not upheld. • Can damage the reputation of psychology research if a study is published and seen as harmful to a person's well-being.	12	GOOD **10 – 12 marks –** Response demonstrates good evaluation that is relevant to the demand of the question. Evaluation / argument is coherently presented with clear understanding of the points raised (they are all identified AND explained). A range (*two appropriate arguments for and two appropriate arguments against*) of evaluation points are considered. Argument is highly skilled and shows good understanding. These evaluation points are supported by relevant and appropriate evidence. REASONABLE **7 – 9 marks –** Response demonstrates reasonable evaluation that is mainly relevant to the demand of the question. Evaluation / argument is mainly coherently presented with reasonable understanding of the points raised (all points are identified AND mainly explained). At least two appropriate arguments for and one against OR two appropriate arguments against and one for are considered. The evaluation points are mainly supported by relevant and appropriate evidence. LIMITED **4 – 6 marks –** Response demonstrates limited evaluation that is sometimes relevant to the demand of the question. Evaluation / argument lacks clear structure / organisation and has limited understanding of the points raised (limited explanation of identified arguments for / against). At least two appropriate evaluation points are considered. The evaluation points are occasionally supported by relevant and appropriate evidence. BASIC **1 – 3 marks –** Response demonstrates basic evaluation that is rarely relevant to the demand of the question. Evaluation / argument lacks clear structure / organisation and has basic understanding of the points raised (identified points are seldom explained). The evaluation points are not supported by relevant and / or appropriate evidence. **0 marks –** No creditworthy response

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Question	Answer/Indicative content	Marks	Guidance
			Arguments for / against should be identified, explained and supported by appropriate evidence from a study that clearly broke ethical principles in some way. If the candidates speculate about what ethical principles were broken then this should NOT be credited as supporting evidence – candidates should pick supporting evidence where it is clear that ethical principles were broken. *The explanation part needs to address why the identified arguments for / against breaking ethical principles are good / bad – this asks candidates to explore the implications of not upholding ethical principles and although this does not have to be extremely detailed, it must be apparent in at least two strengths and two weaknesses to access the top band.* *If* **only for and** *against points have been outlined and none are supported by appropriate evidence then the answer should not be placed in the top band.* *If* **only for or** *against points have been outlined but all are support by appropriate evidence then the answer should be capped at 6.* *If all points are made through the context of a study / studies (with no generic points) then the answer should be placed in the bottom band.* <u>Examiner's Comments</u> In response to this question candidates were able to identify a number of strengths and limitations of breaking ethical guidelines but then they did not expand on the points that they raised which was a requirement for accessing the highest mark bands. Some responses needed to be better planned to avoid the same or similar points being made more than once. Studies were used effectively to illustrate points - with Milgram's study being particularly popular - but sometimes there was too much focus on these studies rather than on the main debate. Sometimes more than one study was unnecessarily used to illustrate the same point. Weaker responses tended to be led by studies rather than the debate itself and

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Question			Answer/Indicative content	Marks	Guidance
					as such were capped at 3 marks as they only partially addressed the question. The weakest responses tended to focus on the strengths and weaknesses of ethics, and so were only indirectly relevant and earned low marks. Responses could have been improved through more careful planning as some points were either the same or overlapped. The best responses were clearly structured, often identifying two strengths and two weaknesses - starting each paragraph with these points, explaining them and then using an appropriate study to succinctly make the point. The best responses also used psychological terminology in an effective way, as well as literacy in general.

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Question			Answer/Indicative content	Marks	Guidance
	b		Describe one reason why conducting reductionist research is useful. [3] Possible reasons: • Standardised procedures often used • Cause and effect can be better established • High level of control over extraneous variables • Use of quantitative data • More reliability • Easier to apply in terms of treatment / techniques 3 mark response • e.g. Reductionist research aims to simplify a behaviour by explaining it in terms of a single cause (1). This means it is easier to reliably establish cause and effect (1) which makes it more likely that a treatment or application can be used to prevent or control a behaviour (1). 2 marks responses • e.g. Reductionism involves investigating complex behaviours by isolating them to a single cause (1) which makes research easier to replicate increasing reliability (1). • e.g. Reductionist research is useful because it adopts scientific principles (1) which means that behaviours have the potential to be predicted and controlled (1). 1 mark responses • reductionist research is viewed as being more objective • reductionist research looks to reduce human behaviour down to a single root cause	3	GOOD 3 marks – Understanding of reductionism is evident with a reason is identified and described in detail to show how the identified reasons increases usefulness. The response is clear and accurate. REASONABLE 2 marks – Understanding of reductionism is evident with a reason identified, OR a reason is identified and described in detail to show how the identified reasons increases usefulness. The response is reasonably clear and accurate. LIMITED 1 mark – Understanding of reductionism is evident OR a reason is identified. The response is may be limited in clarity and accuracy. 0 marks – No creditworthy response *Supporting evidence is not needed to access full marks but a clearly described reason that is explicitly linked to usefulness is needed.* N.B. Understanding of reductionism may be explicit (a definition) or implicit in explaining its usefulness. <u>Examiner's Comments</u> Most candidates were able to earn one mark by showing some understanding of reductionism. A common error was to suggest that reductionism was about focusing on one theory or one particular study. Fewer candidates were able to explain the usefulness of a adopting a reductionist approach which is what the other two marks were crediting. A number of candidates gave examples of reductionist research - sometimes correctly, sometimes not - but this rarely helped to show how being reductionist helps.
			Total	15	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
19			*Describe the concept of freewill.* Possible answers: • The freewill debate suggests that individuals can choose how they want to behave (1) and so have responsibility for their own behaviour (1). • Freewill is when human beings are considered to be entirely free to act as they choose (1) and so have control over their own actions (1). • Freewill is the idea that individuals are able to have some choice in how they act (1) and that this is not determined by other forces or factors (1). • Other appropriate outlines should be credited.	[2]	2 marks – The outline demonstrates good knowledge and understanding of concept of freewill such as one of the ones given in the Answer Guidance. 1 mark – A vague or partial answer. 0 marks – No creditworthy information. <u>Examiner's Comments</u> The majority of candidates were able to give a definition of free will, and many went beyond the idea of individuals having choice or control to earn a second mark – for example by contrasting with determinism or by making reference to concepts such as responsibility or unpredictability.
			Total	2	

Question			Answer/Indicative content	Marks	Guidance
20			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* <u>Examiner's Comments</u> 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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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
			Total	3	

Question			Answer/Indicative content	Marks	Guidance
21	a		*Explain how Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined.* <u>Examples of a 3 mark answer</u> • Lee et al.'s study suggests that moral thinking is determined by the culture individuals grow up in (1). For example, findings showed that Chinese children differed from Canadian children in their evaluations of lying and truth-telling in pro-social situations: Chinese children tended to rate lying significantly more positively than Canadian children (1). Making decisions in relation to moral behaviour seemed to be the consequence of environmental factors over which an individual has little or no control (1). • Determinism is the idea that our behaviours are directed by forces which we have no conscious control of (1). Lee et al.'s study suggests that some aspects of moral reasoning, such as judging anti-social lying as bad, may be universal and therefore determined by biological factors over which an individual has no control (1). For example, their findings showed no significant difference between the children from Canada and China in the anti-social / truth-telling situations with children from both cultures rating truth-telling very positively very positively in all situations (1). • Other appropriate explanations should be credited.	[3]	1 mark for demonstrating an understanding of the concept of determinism *Plus* 1 mark for making a link between determinism and Lee et al.'s study *Plus* 1 mark for a specific finding or conclusion that relates to the concept of determinism 0 marks – No creditworthy information. <u>Examiner's Comments</u> Most candidates scored two marks here, usually by accurately quoting findings from Lee et al.'s study and demonstrated how these could be linked to cultural determinism. Better answers also demonstrated a more explicit understanding of the concept of determinism. Weaker answers tended to show a muddled understanding of findings of the study.

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Question			Answer/Indicative content	Marks	Guidance
	b		*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
	c		*Explain why Chaney et al.'s Funhaler study can be considered useful.* Possible arguments for usefulness: • application to real-life situations • expansion of knowledge • progressing research • leads to therapy / intervention/treatment for problematic behaviour • promotes society • secures economy <u>Examples of a 3 mark response</u> • Chaney et al.'s study is useful as it shows how effective simple, low-cost operant conditioning strategies such as positive reinforcement can lead to improved medical compliance and health status (1). The study showed that using the Funhaler rather than a conventional device improved adherence and consequentially reduced the negative effects of asthma in young Australian children (1). Such findings may be extremely useful for the management of not only young asthmatics but also other health-promoting behaviours (1). • Chaney et al.'s study can be considered useful because it shows how children can develop and acquire behaviours and how the principles of the behaviourist perspective can be used to facilitate this (1). Results showed that through the principles of operant conditioning – behaviours that lead to pleasant consequences are likely to be repeated – young asthmatics, when asked to use a Funhaler as opposed to a conventional device, were more likely to administer the required daily dosage thus increasing their health status (1). Studies that show how levels of health can be improved can be considered useful as overall costs of medical and social care will be reduced (1). • Chaney et al.'s study can be considered useful as the findings have practical implications (1) for how the use of rewards can encouraged desired behaviours which can be used	[3]	1 mark for a general understanding of usefulness in the context of psychological research *Plus* 1 mark for a link between usefulness and Chaney et al.'s research *Plus* 1 mark for a specific finding or conclusion from the study which illustrates the usefulness of this research 0 marks – No creditworthy information. <u>Examiner's Comments</u> Most candidates knew something about Chaney et al.'s findings and earned a mark this way with many then making a general point about usefulness or something more specific often applied to medical compliance. Many candidates did not explore the question far enough to earn all three marks.

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Question			Answer/Indicative content	Marks	Guidance
			to improve adherence to medical advice and / or reduce unwanted illness behaviours (1). The study showed how the positive rewards of reducing the negative effects of asthma brought about through the use of a Funhaler compared to a conventional device, encouraged children to improve adherence to their prescribed medical regimes which would, over time, result in an increase in health status (1). • Other appropriate explanations should be credited.		

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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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	• 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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			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	23	