Section A: Core Studies

1a. From Milgram: Describe how obedience was measured

* 1 mark - the measurement was through observation (HOW)
* 1 mark – the maximum shock level given (WHAT)

**Examples for 2 marks**

* Observers noted down the maximum shock P administered before they refused to go any further or the study ended
* The experimenter and observers watched and noted the highest shock level (between 15 – 450 volts) given by each participant

**Examples for 1 mark**

* How far the participants shocked
* How many volts they went up to

1b. Outline one problem with measuring obedience in this way.

**How the marks are awarded**

* 1st mark: a correct problem identified about the way obedience was measured (observer bias, demand characteristics, observers may miss behaviours)
* 2nd mark for development of the problem in context.

**Examples for 2 marks**

* The participants knew they were being observed so their behaviour may not be as it normally would be. For example, the participants in Milgram’s study may have administered more electric shocks because they knew they were being observed

**Examples for 1 mark**

* Observers may ‘see’ what they expect (expectation bias)
* Observers may miss behaviours
* If the participant knows they are being observed they behave in a way they think the researchers want them to behave so they will not show genuine/natural behaviour
* If the participant knows they are being observed they respond in a socially desirable way rather than showing normal behaviour

2a. From Bocchiaro’s study: Identify one dependent variable.

* Obeying / Disobeying
* Blowing the whistle (on the experimenter)
* Scores on HEXACO-PI-R and / or, Decomposed Games

2b. From Bocchiaro: Describe 1 finding that demonstrates that those participants who obeyed did so because of external forces.

**How the marks are awarded**

* 1 mark – finding (not a conclusion *– findings are often facts and conclusions are often consequences of the findings*)
* 1 mark – reference to external forces (e.g. experimenter)

**Examples for 2 marks**

* 76.5% / 114 / majority obeyed the experimenter
* 14.1% / 21 / minority disobeyed the experimenter

**Examples for 1 mark**

* 76.5% / 114 / majority obeyed
* The majority obeyed because they were confused (internal forces, not external)

**Examples for 0 marks**

* They did not want to be known by other people as a whistleblower (inference / conclusion, not a finding)
* People obey authority, even if they are unjust (conclusion)
* What people say they will do in a given situation is not what actually happens (conclusion)

**3a.** From Bandura: describe how observation was used. **[4]**

**Possible features of observation;**

* use of structured observation through behavioural categories – imitative aggression, partially imitative aggression, non-imitative physical and verbal aggression, non-aggressive behaviour
* categories tallied providing quantitative data
* use of covert observation through one way mirror
* time sampling – responses recorded every 5 secs for 20 mins
* two observers used
* non-participant observation
* controlled observation

**How the marks are awarded**

4 marks: Accuracy and detail, including one behavioural category

3 marks: Generally accurate and detailed

2 marks: some accuracy and detail, no specific reference to details of Bandura’s study

1 mark: accuracy or detail on the observational method.

**Example for 4 marks**

The observers rated the child’s behaviour in terms of pre-determined response categories (event sampling) [1] whilst sitting in an adjoining observation room and watching the child through a one-way mirror [2] (recordings also taken to observe at a later time). Responses were recorded every 5 seconds for 20 minutes (time sampling) [3] in the following categories and provided an aggression score as tallies were added up at the end of the observation: imitative, partially imitative, non-imitative aggression and non-aggressive behaviour [4]

**Example for 3 marks**

Two observers observed behaviour every 5 seconds for 20 minutes in the following categories: Imitative aggression (physical, verbal and non-aggressive speech), partially imitative aggression, non-imitative physical and verbal aggression and non-aggressive behaviour.

**Examples for 2 marks**

* Observers watched the children through a one-way mirror every 5 seconds for 20 minutes.
* Bandura used an observation which was covert, structured, non-participant observation and produced quantitative data.

**Examples for 1 mark**

* observers watched the children through a one-way mirror
* covert, controlled observation was used.

3b. In the Funhaler study: Identify two of the six **children’s** attitudes listed in the questionnaires.

1 mark each for the two following:

* pleasure
* acceptance
* mild fear / dislike
* strong fear / dislike
* panic or phobia
* suspicion

3c. To what extent does Chaney change our understanding of the external influences on children’s behaviour? [3]

* 1 mark: Comparative judgment
* 1 mark: Relating the tagline (external influences on children’s behaviour) to the classic study
* 1 mark: Relating the tagline (external influences on children’s behaviour) to the contemporary study.

**Examples for 3 marks**

Chaney’s study does [1] change our understanding of the external influences on children’s behaviour and shows that children can be encouraged to adhere to their medication with the use of ‘fun’ [2] (operant conditioning), not just social learning seen in Bandura’s study which shows that children’s behaviour is shaped by the adult role models they interact with [3] and therefore children acquire behaviour through observation.

Chaney’s study does not [1] change our understanding because it shows that children can be encouraged to adhere to their medication with the use of ‘fun’ [2] (operant conditioning), and this is learning in the same that social learning is seen in Bandura’s study which shows that children’s behaviour is shaped by the adult role models they interact with [3] and therefore children acquire behaviour through observation.

4. Outline how Grant’s study links to the cognitive area. [3]

**How the marks are awarded**

* 1 mark: stating a principle (mental processes cause behaviour)
* 1 mark: explaining this assumption / principle
* 1 mark: giving evidence of this principle from the study

**Example for 3 marks**

Internal mental processes such as memory are important features influencing human behaviour. Grant investigated whether memory can be enhanced when information is recalled in the same environment in which it was originally studied. Grant is linked to the cognitive area as memory is a process of the mind.

5a. Outline one similarity between Kohlberg and Lee

**How the marks are awarded**

* 1 mark: Suitable similarity stated
* 1 mark: Similarity is explained
* 1 mark: Detail from Kohlberg’s study to support this similarity
* 1 mark: Detail from Lee’s study to support this similarity

**Examples of similarities**

* Use of fictional moral stories / dilemmas
* Data collected through self-report (spoken)
* Nomothetic large samples
* Not known how samples were recruited
* Ethnocentric
* Good external reliability as it is easy to replicate
* Poor reliability as Ps' responses did not have to link to a particular stage
* Fictional moral stories / dilemmas lack mundane realism
* Results lack ecological validity

Acceptable, but will be difficult to explain fully.

* Area: Developmental: Behaviour is caused by level of development reached (age / experience)
* Key Theme: Moral Development: How children make judgements about what is right and wrong in fictional scenarios

**Example for 4 marks**

Both K&L had nomothetic large samples [1] which is beneficial to show universal development [1] K’s sample was of 75 American males (Chicago) and then afterwards, boys from UK, Canada, Taiwan, Mexico, Turkey were used [1]. Likewise, L’s sample was large with 228 Ps (120 Chinese, 108 Canadian) [1].

**Example for 2 marks**

Both K&L belong to the Developmental area. Kohlberg is Developmental because it investigated how, as people get older, their moral thinking evolves. There are six distinct stages of moral development which people go through regardless of their culture. [1] Lee is Developmental because it showed that the way children develop moral thinking is affected by culture. [1]

5b. To what extent can Lee’s study be considered reliable?

**How the marks are awarded**

* 1 mark: Nuanced judgment
* 1 mark: Point about reliability to support the judgement
* 1 mark: Relating the point to evidence from Lee’s study.

Answers that refer to validity should not be credited

**Examples of points: Reliable**

* it had standardised procedures (internal reliability)
* it is easy to replicate (external reliability)

**Examples of points: Not reliable**

* children's responses did not link to a particular stage (internal)
* testing conditions worldwide were hard to standardise (external).

6a In Sperry’s study: Explain why visual information had to be presented for a restricted period of time in the visual tasks.

**How the marks are awarded**

**2 marks –** Accuracy (visual field, hemisphere)

**1 mark –** Partial (so that each hemisphere did not receive the information at the same time)

**0 marks –** Any reference to ‘EYE’ without reference to VF

**Example for 2 marks**

If the information was shown for any longer (than 1/10th a second) both visual fields would be able to see the information at the same time which means information would be passed to both the left and right hemispheres at the same time and no difficulties in identifying objects to the left visual field would be apparent

6b. From Casey’s study: Explain one strength of the research method used in this study

Casey’s study was a natural experiment.

* 1 mark for a stated strength of natural experiments (e.g. ecological validity)
* 1 mark for reference to Casey.

**Example for 2 marks**

A strength of here is that it is high in ecological validity. As the independent variable *(whether the participant was a high delayer or a low delayer)* was naturally occurring the performance on the impulse control task should represent the adults naturally occurring/their normal impulse control behaviour.

7. Describe one finding that shows a difference in the performance on the ‘Eyes Task’ between the conditions. [2]

1 mark for a description of the finding (more / less / impaired)

1 mark for selecting the quantitative data to fit the finding

**Examples for 2 marks**

* Participants in the Autistic / AS conditions were **impaired** on the Eyes Task compared to “normal” adults scoring 16.3/25 and 20.3/25 respectively
* Participants in the Autistic / AS scored 16.3 on the Eyes task, the **lowest** compared to all other conditions

8. Outline one reason why Little Hans study may considered invalid. [3]

**How the marks are awarded**

**Up to 2 marks –** understanding of validity

**Up to 2 marks –** answers supported with reference to Little Hans

Answers that refer to reliability should not be credited

**Types of validity**

* Internal
* Face
* Construct
* Concurrent
* Criterion
* External
* Population
* Ecological

**Examples of 3 marks**

* Hans was not a normal child, so differed from other children, so generalisation to the target population is invalid
* based on information from Hans’s father who was aware of Freud’s theoretical views, so could not have been objective.

Section B: Areas, Perspectives and Debates

9a. Describe 2 principles of the Developmental area. [4]

**Two of the following:**

* Change and development is an on-going process which continues throughout our lifetime.
* Behaviour may be learned (nurture) or innate (nature)
* Behaviour is a consequence of age and/or experience.
* Early experiences affect later development.
* Development may happen in pre-determined stages.

9b. Outline how Chaney’s study links to the Developmental area. Support your answer with evidence from this research. [4]

**Examples of links which could be drawn out**

* Developmental because it shows that children develop and learn through operant conditioning.
* Children learn through rewards and negative reinforcement.
* The Funhaler was rewarding to use which increased the child’s compliance.

**Example for 4 marks**

Chaney et al.’s study shows that behaviour can develop through the process of operant conditioning [1] where individuals repeat behaviours [1] that have led to pleasant consequences. [1] Adherence to asthma medication was improved because the use of the ‘Funhaler’ produced pleasant consequences which acted as behavioural reinforcement. [1]

9c. Outline one reason why conducting socially sensitive research is important. Support your answer with evidence from an appropriate core study. [4]

**Examples of reasons**

* Ignoring the topics is abandoning our ‘social responsibilities’
* It sometimes studies unusual behaviour which is beneficial in establishing abnormality from normality
* Can establish patterns of behaviour that could prevent future atrocities / immoral acts
* Not all socially sensitive research is controversial (e.g. Sperry)
* Some socially sensitive research is beneficial to society (e.g. Loftus and Palmer)
* Often socially sensitive research is used positively to challenge discrimination against groups of people
* Practical applications
* Gather findings that are not obtainable in a less socially sensitive way
* Gain valuable insight into human behaviour as it often investigates highly personal or private experiences

**Example for 4 marks**

It is important to do socially sensitive research so that a better knowledge of behaviour is gained. [1] By ignoring a sensitive area, psychologists are being irresponsible and not thinking through the implications if the area is not studied. [1] For example, Casey’s natural experiment is socially sensitive as it could lead to issues of discrimination (against low delayers) [1] but was important to research to show how the behaviour is due to lack of activity in the frontal lobe. [1]

9d. Compare how the Reductionism debate of psychology is similar to the Deterministic debate. Support your answer with evidence from core studies. (8)

**How the marks are awarded**

1 mark each for the following, to a maximum of 8 marks

* a similarity is identified
* discussed / elaborated
* and supported by evidence of reductionism
* and supported by evidence of determinism

**Examples of similarities which could be referred to:**

* Assume behaviour is predictable
* Collect quantitative, interval data collected
* Ethnocentric
* Lead to quick / easy conclusions / interventions
* Take a scientific approach / use scientific methodology

**Example for 8 marks**

They both assume that behaviour is predictable. [1] Behaviour is not spontaneous or random but will happen dependent on specific causes. [1] Determinism believes that behaviour is determined or definitely likely to happen based on a specific cause, e.g. obedience will occur when there is an authority figure taking responsibility for the person’s actions in Milgram’s study. [1] Reductionism believes that cause of behaviour can be reduced to specific explanations, such as a commisurotomy, which predict exactly what behaviour will be shown. Sperry’s research shows that severing the corpus callosum can predict people’s visual and tactile behaviour. [1]

They both take a scientific approach to explain human behaviour [1] by isolating specific variables which cause behaviour through experiments / the use of scientific equipment. [1] Using a natural experiment which allowed for the isolation of one IV (commisurotomy), Sperry’s research is deterministic as it shows that different functions are located within certain areas of the brain and that these cause behaviour [1]. Likewise, isolating the community variables, such as simpatia and pace of life, Levine’s reductionist study focuses on a scientific, experiment led approach to research [1].

9e. Discuss the usefulness of conducting research which is considered reductionist. (15) Use examples from appropriate core studies to support your answer.

The answer requires:

* Understanding of reductionism
* Understanding of usefulness
* 3 evaluation points
* Which are explained and discussed
* Substantiated by at least 2 core studies
* With consistent use of psychological terminology
* Showing a line of reasoning / clear and logically structure
* In which everything is relevant
* No core studies = capped at 3 marks.
* If the answer is completely study led = capped at 3 marks

**Example for 15 marks**

A reductionist approach is very useful because it promises to give simple answers to difficult questions. This helps our understanding of an issue. It is a characteristic of the way people usually consider the cause of anything that happens (WWII was caused by Treaty of Versailles). Whilst we know that it is going to be a range of causes (Treaty of Versailles, failure of the League of Nations, policy of appeasement, etc.), we often want to be able to say that one thing happens because of a single cause. For example, by reducing autism to a single explanation, (lacking a Theory of Mind), Baron Cohen’s research helps our understanding of this disorder from the simplest factor. However, this is a description of the disorder, rather than an explanation of its cause, which means that our knowledge and understanding may not lead to prevention of autism.

On the other hand, reductionist research is useful because it leads to the development of therapies / treatments and interventions of a variety of behaviours. Reductionist research is helpful because it can be used to change behaviour. Loftus and Palmer showed that memory can be distorted by post event information. This is useful as the research can be used by the police to ensure that witness interviews do not include leading questions. Reductionist research allows for generally effective interventions which will benefit a wide range of people. However, any intervention will not be totally effective as it fails to represent the true complexity of behaviour, such as why memories can easily be distorted.

Reductionist research can focuses in on a problem and isolates the variables which are having an effect. This is useful because it progresses our understanding of behaviour. For example Levine’s natural experiment allowed the cause of helping behaviour to be reduced to a number of community variables, such as *simpatia* and pace of life. These 2 variables had never been considered before, so our understanding of behaviour and Psychology has increased because of his attempts to reduce the complex behaviour into individual factors.

Section C: Practical Applications

10a. Identify one psychological issue raised by the above source. Support your answer with evidence from the source. [3]

**Examples of issues which could be raised:**

* Leading questions can distort memory
* Leading questions suggest the desired answer to the witness
* Leading questions can bias a witness’s response
* The witness followed the lead given by the interviewer

**How the marks are awarded**

1 mark for an appropriate issue

2 marks for supportive evidence from the article

**Example for 3 marks**

Leading questions can distort memory [1] When the interviewer asks "As you approached the end of the road, you were looking at the traffic light, weren't you?" [1] The witness responds yes as the question suggests this is the only appropriate answer. [1]

10b. Explain how the source is relevant to the cognitive area of psychology. Support your answer with evidence. [4]

**How the marks are awarded**

2 mark for understanding of the principles of the cognitive area

2 marks for support by evidence from the article

*The cognitive area believes internal mental processes are important factors influencing human behaviour. [1]* The source can is relevant to the cognitive area because it shows how leading questions can bias a certain response from a witness. [1] *Memory is an example of an internal mental process and witnesses, when asked to recall events can have their memory distorted through the use of leading questions. [1]* The witness here may not truly remember the speed the car was travelling at but because the question asked “was it travelling over 40mph?” it could have distorted the witness’s memory of the event. [1]

10c. Outline one piece of psychological research that links to the above source and justify how it relates to the above source. [8]

**How the marks are awarded**

5 marks for an outline of one piece of research – this can be a Core Study, a Key Study or any recognizable piece of research

3 marks for evidence from the article

**Example for 8 marks**

Loftus and Palmer investigated whether post-event information could distort memory. In their 1st lab experiment, 45 participants gained through opportunity sampling at the Uni of Washington were split into 5 groups using an independent measures design (1 group per each conditions of the IV). They watched video of a car crash and then asked to record their answer to the critical question. IV was 1 of 5 verbs used in the critical question (About how fast were the cars going when they \_\_\_\_\_\_ each other?). The DV was their estimate of speed which was collected by written self-report. The results showed that the verb ‘smashed’ had the highest speed estimated (smashed - 40.8mph) and the verb ‘contacted’ had the lowest (31.8mph). It was concluded that the more intense the verb, the higher speed estimate. This shows that memory is made up of 2 elements - information from the scene and information supplied afterwards.

This relates to the source because both include questioning of witnesses to car accidents: in Loftus’s study, questioning on the estimated speed, here when the interviewer questions the victim. This also relates to this source because leading questions asked: here each of the questions is rhetorical and in Loftus’ second study the intensity of the verb determined whether the participant saw broken glass. Lastly, this source relates to Loftus’ study as both ask for quantitative, interval data to be recorded in the form of miles per hour. In Loftus’s study, this is by a written self-report and in this source it is by a verbal self-report.

10d. Using your knowledge of psychology, explain one reason why leading questions should not be asked during an interview with a witness. Justify your answer. [3]

**How the marks are awarded**

1 mark for an appropriate reason

2 marks for a developed justification

**Examples of reasons:**

* Reduce accuracy of witness statements
* Reduce validity of witness statements
* Could lead to false perceptions being formed of someone which are untrue
* Could lead to false memories being created
* Could lead to false confessions
* Could seem coercive to the interviewee
* Could make interviewee feel uncomfortable
* Could make interviewee lie
* Could bias the responses given
* They deprive respondents of the chance to articulate their experiences in their own terms

**Examples of justifications**

* Could lead to a wrongful conviction if the evidence is taken to court
* Could lead to an innocent person being arrested for a crime they did not commit
* Could lead to a person facing negative reactions in society / amongst friends / family if they are innocent yet implicated because of false evidence
* Could lead to unfair immoral / unethical reactions from others to the accused if the leading question implicates false guilt
* If the questions contain false statements about what happened, the witness incorrectly remembers the event to match the questions
* Leading questions mean the account given by the witness is being directed to what the interviewer thinks is the truth, which may not be correct
* They tend to prevent the conversation from going in an unwanted direction so other lines of questioning which could be useful are not explored

10e. Using your knowledge of psychology, explain one reason why leading questions should be asked during an interview with a witness. Justify your answer. [3]

**How the marks are awarded**

1 mark for an appropriate reason

2 marks for a developed justification

**Examples of reasons:**

* Questions are clear/unambiguous
* Questions can easily be repeated in the future
* Specific bits of information can be asked for
* If the question is clear the answer should be clear
* Some witnesses may struggle to remember any information so a direct question may help them remember the event

**Examples of justifications**

* Could lead to specific information being gathered that secures a conviction of an offender
* It is difficult to interpret the question differently over time so the response given by the witness should be more reliable
* The witness may be able to remember more detailed information if the questioning is targeted which could lead to the arrest of an offender
* They tend to prevent the conversation from going in an unwanted direction which would be irrelevant to the witness statement

10f. Design an ethical questionnaire you could give to the witness that does not include leading questions. You must have at least three questions in your questionnaire. [4]

**How the marks are awarded**

1 mark for each for appropriate question, which is relevant to the source and is not a leading question; maximum of 3 marks

1 mark for informed consent / debrief / right to withdraw

**Example for 4 marks:**

If you find any of the following questions upsetting then please do not feel obliged to answer.

Please answer the following questions:

1. Describe the accident in your own words.
2. Draw a diagram of the accident
3. Describe how you felt after the accident.
4. Estimate the speed at which the other car was travelling

Signature of consent:

10g. Evaluate the questionnaire you designed in question 10(f).

**How the marks are awarded**

Levels based marking acknowledging that the evaluation is

1. **coherently** presented
2. uses of psychological terminology
3. within a well-developed **line of reasoning**
4. and **covers** 2+ evaluation points
5. which are in **context.**

**Examples of evaluation points**

* Usefulness
* Appropriateness
* Time constraints
* Reliability
* Validity
* Social desirability
* Lack of specific details needed to provide a full account
* Hard to compare / analyse results gathered
* Limited information will be gathered
* If they are able to not answer (for ethical reasons) then no information may be gathered
* Participants may not write enough information to gather an accurate account

**Example for 10 marks**

One strength of my questionnaire is that is likely to produce a less biased and distorted account of the traffic incident. As the victim is asked open ended questions such as “Describe how you felt after the accident?” they will be less likely to change their true feelings because the question itself just not predispose them to a desired answer, this should also reduce social desirability bias as they will feel less pressure to provide an answer that they believe is the desired one. This should improve the validity of the data gathered from the victim.

However a weakness of my questionnaire is that the questions are quite broad in nature and may not gather enough specific information about the incident from the victim. By asking “Describe the accident in your own words” the victim may only write a couple of sentences which would not be enough information to gather an accurate view of the incident. Although the question is not leading, more specific follow up conversations may be needed to get a useful and relevant account of the incident, which may go against the benefit of asking such an open question to begin with.

Also, by making the questionnaire ethical and allowing participants not to answer the question about the incident if they do not want to, could also limit the amount of information that could be gathered from the questionnaire.