Q.4   Compare and contrast the biological and behaviourist approach in terms of similarities and differences.   **[12]**

Credit could be given for a discussion of:
- The influence of internal/external factors (nature vs nurture).
- Reductionism.
- Determinism vs free will.
- Investigative methods used to study behaviour.
- Objective/scientific nature of the approaches.
- Use of human and non-human animals.
- Effectiveness of therapeutic techniques.
- Any other relevant material.

Marks	AO2
10-12	Analysis is thorough, clearly structured and there is evidence of coherent elaboration of relevant similarities **and** differences. Depth and range of analysis is displayed although not necessarily in equal measure.
7-9	Analysis is reasonably thorough and coherent, with evidence of both similarities **and** differences. Depth or range of analysis is displayed.
4-6	Analysis is limited and basic; there is evidence of similarities **and/or** differences.
1-3	Analysis is superficial; material is muddled **and/or** incoherent. Very limited analysis.
0	No relevant analysis.

Q.5 Explain and evaluate the methodology used by the cognitive approach. **[12]**

Credit could be given for a discussion of the following:
- Use of introspection.
- Use of laboratory experimentation.
- Use of case studies, for example in memory research.
- Controlled, experimental nature of the approach.
- Issues of replicability.
- Issues of objectivity/falsifiability
- Issues of validity.

Marks	AO3
10-12	Methodology/ies is/are clearly explained, and have clear relevance to the approach. Evaluation is thorough, clearly structured, with evidence of coherent elaboration of relevant strengths **and** weaknesses.
7-9	Methodology/ies is/are clearly stated and relevant. Evaluation is reasonably thorough and coherent, with evidence of both strengths and weaknesses. Depth or range of analysis is displayed.
4-6	Appropriate methodology/ies, is/are explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths **and/or** weaknesses.
1-3	Statement of methodology/ies may be muddled **and/or** incoherent. Evaluation of methodology/iesis superficial and very limited.
0	No relevant explanation or evaluation.

PY2

SECTION A

Q.1 Summarise the aims **and** context of Bennett-Levy and Marteau's (1984) research *'Fear of Animals: what is prepared?* **[12]**

Credit could be given for the following:

Aims such as:
- 'Human beings are 'biologically prepared' to fear certain stimulus configurations in animals, such as rapid/abrupt movement and discrepancies from the human form,
- If certain stimulus configurations in animals are meaningfully related to the distribution of ratings of fear and avoidance of these animals.
- Other relevant detail.

Context such as:
- Description of the diagnostic criteria of phobias.
- Evolutionary explanations regarding phobias.
- Description of relevant research such as Seligman (1971), Mineka (1980) and Marks (1969).
- Other relevant detail.

Marks	AO1
10-12	Knowledge and understanding of aim(s) **and** context is accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7-9	Knowledge and understanding of aim(s) **and** context is reasonably accurate and less detailed. Depth or range is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4-6	Knowledge and understanding of aim(s) **and/or** context is appropriate but basic and limited in range **OR** knowledge and understanding of aim(s) **or** context is accurate and detailed. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding of aim(s) **and/or** context is superficial, muddled **and/or** incoherent **OR** knowledge and understanding of aims **or** context is appropriate but basic in detail and limited in range. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.2 Outline the procedures of Rosenhan's (1973) research *'On being Sane in Insane Places'.* [12]

Credit could be given for the following:
- Biographical data of the eight 'Pseudo-patients'.
- Description of admission procedure.
- Description of the post-admission actions of the pseudo-patients.
- Description of the follow-up research stated in the original article, i.e. challenge for staff to identify pseudo-patients.
- Other relevant details.

Marks	AO1
10-12	Knowledge and understanding of procedures is accurate and well detailed. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7-9	Knowledge and understanding of procedures is reasonably accurate and less detailed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4-6	Knowledge and understanding of procedures is appropriate but basic and limited in range. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding of procedures is superficial, muddled and/or incoherent. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.3 Describe the findings **and** conclusions of Loftus and Palmer's (1974) research *'Reconstruction of Automobile Destruction: An Example of the Interaction Between Language and Memory'.* [12]

Credit could be given for the following:

In Experiment One
- Participants' estimated mph for the different verbs, including:
  Smashed – 40.8 mph; Collided – 39.3 mph; Bumped – 38.1 mph;
  Hit – 34.0 mph; Contacted – 31.8 mph.
- Loftus & Palmer concluded that *'These findings indicate that the form of a question (in this case, changes in a single word) can markedly and systematically affect a witness's answer to that question'.*

In Experiment Two
- The number of participants that reported seeing broken glass for each condition;
  Smashed – 16; Hit – 7; Control – 6.
- Loftus & Palmer concluded that *'Leading questions (in this case a single word) can distort a witness's memory for an event and this seemingly small change had consequences for how questions are answered a week after the original event occurred'.*
- Other relevant details.

N.B. in order to attain a mark in the 10-12 mark band, candidates need to describe findings and conclusions from both Experiment One and Two.

Marks	AO1
10-12	Knowledge and understanding of findings **and** conclusions is accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7-9	Knowledge and understanding of findings **and** conclusions is reasonably accurate and less detailed. Depth or range is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4-6	Knowledge and understanding of findings **and/or** conclusions is appropriate but basic and limited in range **OR** knowledge and understanding of aim(s) **or** conclusions is accurate and detailed. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding of findings **and/or** conclusions is superficial, muddled **and/or** incoherent **OR** knowledge and understanding of findings **or** conclusions is appropriate but basic in detail and limited in range. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

SECTION B

Q.4   Evaluate the methodology of Gibson and Walk's (1960) research *'The Visual Cliff'*.

[12]

Credit could be given for the following:
- Methodological issues – laboratory-based, e.g. advantages such as ability to utilise the visual cliff apparatus easily; disadvantages such as problems establishing validity or interpreting the behaviour of infants.
- Validity issues (internal/external) e.g. does the visual cliff really measure depth perception?
- Reliability issues (internal/external) e.g. age of infants was inconsistent when completing the research.
- Ethical issues, e.g. distress demonstrated by some infants whilst on the cliff; depriving kittens of light for 28 days.
- Sampling issues, e.g. generalising from non-human animals to humans.
- Other methodological issues.

Marks	AO1
10-12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range is displayed, though not necessarily in equal measure.
7-9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4-6	Evaluation of methodology is appropriate but limited.
1-3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.5 Evaluate the methodology of Buss's (1989) research *'Sex differences in human mate preferences'.* **[12]**

Credit could be given for the following:
- Methodological issues – questionnaires, e.g. advantages easier/quicker to attempt large scale research than interviews; disadvantages such as social desirability bias.
- Validity issues (internal/external) e.g. use of scales to measure desirable characteristics in a mate.
- Reliability issues (internal/external) e.g. relating to the consistency of translation.
- Ethical issues, e.g. socially sensitive due to reinforcing double standard; few ethical issues.
- Sampling issues, e.g. the various techniques used in different samples: young, meanage.
- Other methodological issues.

Marks	AO1
10-12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range is displayed, though not necessarily in equal measure.
7-9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4-6	Evaluation of methodology is appropriate but limited.
1-3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.6 With reference to alternative evidence, critically assess Asch's (1955) research *'Opinions and Social Pressure'*. **[12]**

Credit could be given for the following:

Assessment of research can be supportive or contradictory. Relevant issues and other alternative evidence might include discussions of the following:
- Explanations of conformity or independent behaviour.
- Gender bias – Neto (1995) investigated conformity using female psychology students in a Portuguese university. 59% conformed at least once and the participants reported considerable distress as a result of group pressure.
- Developments in the measurement of conformity – Sherif (1936) found that when using the autokinetic effect, groups of subjects tended to compromise, their judgements being influenced by the others in the groups, even though many of the participants denied this.
- Cultural bias – Bond & Smith (1996) conducted a meta-analysis of 133 conformity studies using an Asch-type line judgement task from 17 countries. They found that individualism-collectivism of the culture was found to be significantly related to conformity. Collectivist cultures (e.g. Africa & Asia) tended to show higher levels of conformity than individualist (e.g. Britain & United States of America) cultures.
- Historical bias – Perrin & Spencer (1980) carried out an exact replication of the original Asch experiment using engineering, mathematics and chemistry students from British Universities as participants. However, they found that in only 1 out of critical 396 trials did a naïve participant conform.
- Other relevant evidence.

Marks	AO1
10-12	Assessment is clearly structured and thorough with clear, overt reference to more than one piece of alternative evidence. Depth and range is displayed, though not necessarily in equal measure.
7-9	Assessment shows some coherence with clear reference to more than one piece alternative evidence. Depth or range is displayed.
4-6	Assessment is appropriate but limited; some reference to alternative evidence.
1-3	Assessment is superficial; reference to relevant evidence is muddled and/or incoherent.
0	No relevant assessment

SECTION C

Q.7 A psychologist is conducting a field experiment to investigate if the presence of a police car causes motorists to slow down. The psychologist measures the speed of motorists using a hand-held speed camera. Using a systematic sample, the psychologist measures the speed of 20 motorists with a police car present, and another 20 without a police car present. The psychologist then calculated the range of speeds for both conditions.

	Range of speed in miles per hour
Police car present	8
Police car absent	17

(a) Outline **one** advantage and **one** disadvantage of using a field experiment in this research. **[3]**

Credit could be given for:
- Advantage, e.g. allows for greater validity and fewer demand characteristics because it takes place in a 'real world' situation, e.g. a road could not be replicated in a laboratory.
- Disadvantage, e.g. more difficult to establish control over confounding variables such as drivers' attention.
- Other appropriate advantage and disadvantage..

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation **OR** an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation **OR** an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation **OR** the issue is not addressed.

(b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. **[3]**

Credit could be given for:
- Issue of reliability, e.g. road conditions when police car is present/absent.
- Way of dealing with issue, e.g. psychologist conducts research at similar times of day, weather conditions, .
- Other appropriate issue of reliability and way of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and clearly linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and with some link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no links to the novel situation **OR** an appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate **OR** the issue of reliability is not addressed.

(c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. **[3]**

Credit could be given for:
* Issues of validity (internal/external) e.g. amount of traffic may affect speed.
* Way of dealing with issue, e.g. conduct research with same traffic conditions.
* Other appropriate issue of validity and way of dealing with it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and clearly linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with some link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation **OR** an appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate **OR** the issue of validity is not addressed.

(d) Outline **one** advantage and **one** disadvantage of systematic sampling in this research. **[3]**

Credit could be given for:
* Advantage, e.g. researcher's biases do not affect selection of motorists.
* Disadvantage, e.g. motorists selected may not be representative of all motorists driving on the road.
* Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation **OR** an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation **OR** an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation **OR** the issue is not addressed.

(e) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit could be given for:
- Failure to protect a participant's physical or psychological health during research as the car(s) on the side of the road may distract motorists and cause an accident.
- Other appropriate ethical issue.

| Marks	AO3
3	An appropriate ethical issue is thoroughly discussed; closely linked to the novel situation.
2	An appropriate ethical issue is reasonably discussed; some link to the novel situation.
1	An appropriate ethical issue is discussed; no links to the novel situation **OR** an appropriate ethnical discussion which is linked to the novel situation but no ethnical issue is clearly identified.
0	An inappropriate ethical issue is noted **OR** an ethical issue is not discussed.

(f) State **one** conclusion that can be drawn from the range values in this research. **[3]**

Credit could be given for:
- EXAMPLE – The range of speeds demonstrated by motorists when a police car is present (8 mph) was less than half that of the range of speeds demonstrated by motorists when the police car was absent (17 mph)
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with links to the novel situation.
2	An appropriate and accurate conclusion has been stated with some link to the novel situation **OR** candidate has drawn an inferential conclusion from descriptive data which has been clearly linked to the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated.

Q.8 A team of psychologists conducted an investigation to see if there is a difference in the sort of charities to which women and men donate money. They randomly selected 20 women and 20 men from a workplace. They were asked to complete a questionnaire that listed various charities. One question asked them to name the charity to which they had most recently given money. The psychologists then categorised the various charities and recorded their results on a bar chart.
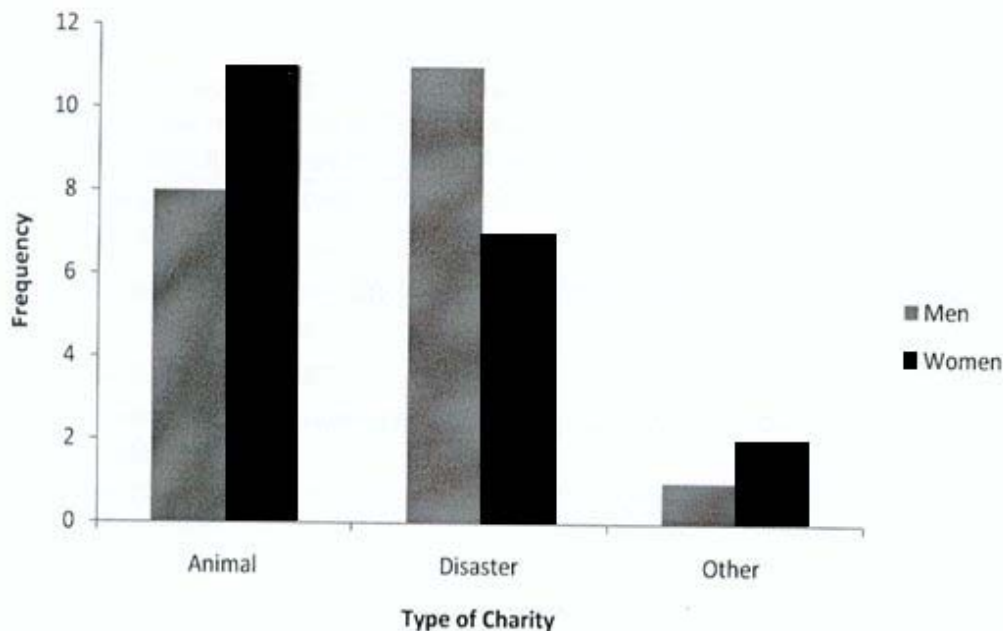
(a) Outline **one** advantage and **one** disadvantage of using a questionnaire in this research. **[3]**

Credit could be given for:
- Advantage, e.g. allows psychologists to ask several participants about their charitable donations quickly and confidentially.
- Disadvantage, e.g. social desirability bias such as participants may not tell the truth regarding their charitable donations.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation **OR** an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation **OR** an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An inappropriate advantage or disadvantage is noted but there is no link to the novel situation **OR** the issue is not addressed..

(b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability, **[3]**

Credit could be given for:
- Issues of reliability, e.g. whether the researchers are consistent in their categorisation of charities.
- Way of dealing with issue, e.g. one psychologist assesses all charity questionnaires or make sure the psychologists are standardised before assessing charity questionnaires.
- Other appropriate issue of reliability and ways of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and clearly linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and with some link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no links to the novel situation **OR** an appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate **OR** the issue of reliability is not addressed.

(c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. **[3]**

Credit could be given for:
- Issues of validity (internal/external) e.g. participants may not tell the truth about charitable donations.
- Way of dealing with issue, e.g. ask participants to keep a diary of charitable donations for a certain period of time.
- Other appropriate issue of validity and way of dealing with it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and clearly linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with some link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation **OR** an appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate **OR** the issue of validity is not addressed.