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

Credit **could** be given for a discussion of the following:

- The influence of internal/external factors (nature vs nurture).
- Reductionism.
- The unconscious mind.
- Investigative methods used to study behaviour.
- Objective/scientific nature of the approaches.
- Methodology used by the approaches (e.g. idiographic vs nomothetic).
- Any other relevant material.

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

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

Credit **could** be given for a discussion of the following:

- Use of laboratory experimentation/controlled observation.
- Use of non-human animals.
- Reductionism.
- Issues of replicability.
- Issues of objectivity.
- Ethical issues surrounding non-human animal research.
- Issues of generalizability from animal to human learning.
- Any other relevant material.

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

PY2

SECTION A

Q.1 Summarise the aims **and** context of Rosenhan's (1973) research '*On being Sane in Insane Places'.* **[12]**

Credit **could** be given for describing the following:

Aims such as:

- 'to investigate if psychiatrists could distinguish the difference between people who are genuinely mentally ill and those who aren't'. Or in Rosenhan's words from the original article, '*do the salient characteristics that lead to diagnoses reside in the patients themselves or in the environments and contexts in which the observers find them?*'

Context (evidence prior to research) such as:

- Description of the anti-psychiatry movement.
- Ideas of theorists such as Thomas Szasz, Michel Foucault or R.D. Laing.
- Description of controversial psychiatric treatments, e.g. lobotomy.

- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of aim(s) and context is accurate and well detailed. Depth and range are displayed, although not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and/or less detailed. Depth or range is displayed. Language (including grammar, punctuation and spelling) is 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. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial and muddled **OR** Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.2 Outline the procedures of Bennett-Levy and Marteau's (1984) research '*Fear of Animals: what is prepared*?' **[12]**

Credit **could** be given for outlining the following:

- Sample details - 113 participants attending a health centre were asked to fill in one of two questionnaires. The questionnaires were distributed in a random order. Group 1 included 34 females and 30 males who completed Questionnaire 1. The mean age of group 1 was 35.5 years. Group 2 included 25 females and 24 males who completed Questionnaire 2. The mean age of group 2 was 35.1 years.
- Nature of questionnaires - Questionnaire 1 measured self-reported fear and avoidance of 29 small, harmless animals and insects. Participants rated their fear of the animal on a three-point scale (1 = not afraid: 2 = quite afraid: 3 = very afraid). Participants rated their avoidance by completing a five-point scale of nearness (1 = enjoy picking it up: 2 = would pick it up, but unpleasant: 3 = touch it or go within six inches: 4 = stand one to six feet away move further than six feet away). Participants were instructed that '*as some animals and insects are difficult to pick up in the wild, imagine that they have been injured in some way. For instance, the birds have a broken wing, or the squirrel a broken foot, etc*'. Where the animals might have been thought of as being harmful (e.g. grass snakes, jellyfish) the instruction '*not harmful*' was included. Questionnaire 2 was designed to measure self-reported ratings of the same 29 animals and insects as used in Questionnaire 1, along four perceptual dimensions. The following instructions were given, 'We would like you consider how UGLY, SLIMY and SPEEDY the animals are and how SUDDENLY they appear to MOVE'. A three-point scale was used (1 = not: 2 = quite: 3 = very).
- Names of animals included on questionnaires: ant, baby chimpanzee, baby seal, beetle, blackbird, butterfly, cat, caterpillar, cockroach, crow, frog, grass snake (not harmful), grasshopper, hamster, jellyfish (not harmful), ladybird, lamb, lizard, moth, mouse, rabbit, rat, robin, slug, spaniel (dog, spider, squirrel, tortoise, worm.
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of procedures is accurate and well detailed. Language (including grammar, punctuation and spelling is relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of procedures is reasonably accurate and/or less detailed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of procedures is accurate but basic and limited in range. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of procedures is superficial and muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.3 Describe the findings **and** conclusions of Rahe, Mahan and Arthur's (1970) research '*Prediction of near-future health change from subjects' preceding life changes*'. **[12]**

Credit **could** be given for describing the following:

- A positive correlation co-efficient of 0.118 was found between the LCU totals for the six months prior to deployment and illness.
- Further analysis revealed that their Total LCU (TLCU) for the six month period immediately prior to the six–eight month deployment demonstrated a significant relationship with the illness criteria. This was most apparent in cruiser 1 and 3 and in the married enlisted men category compared to young single sailors.
- Furthermore, sailors that fell into the low TLCU groups (labelled decile 1 & 2) represented a definite low illness group; conversely, sailors with a high TLCU score (labelled decile 9 & 10) represented a high illness group.
- Mean number and standard deviation of cruise period illness, per decile, for the three cruisers combined: Decile 1 - 1.434; Decile 2 - 1.377;
- Decile 3 - 1.583; Decile 4 - 1.543; Decile 5 - 1.498; Decile 6 - 1.685; Decile 7 - 1.651; Decile 8 - 1.693; Decile 9 - 2.083; Decile 10 - 2.049.
- The results of this prospective study support the notion of a linear relationship between participants TLCU score and illness rate.
- The illness experienced by the men were generally minor in degree and their pre-deployment life changes were often few and of low significance. However, this does not detract from the impressive findings that are consistent with other prospective/retrospective studies.
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of findings and conclusions are accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
7 - 9	Knowledge and understanding of findings and conclusions are reasonably accurate and/or less detailed. Depth or range is displayed. Language (including grammar, punctuation and spelling) is 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 findings or conclusions is accurate and detailed. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of findings and/or conclusions is superficial and muddled **OR** Knowledge and understanding of findings or conclusions is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

SECTION B

Q.4 Evaluate the methodology of Asch's (1955) research '*Opinions and Social Pressure'.* **[12]**

Credit **could** be given for the following:

- Methodological issues - laboratory research, e.g. advantages such as higher levels of control, such as the seating arrangement of the naïve participants.
- Validity issues (internal/external) e.g. use of perceptual test amongst strangers.
- Ethical issues, e.g. lack of informed consent given by naïve participants.
- Sampling issues, e.g. use of male college students.
- Other relevant methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although 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 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 twenty-eight days.
- Sampling issues, e.g. generalising from non-human animals to humans.
- Other relevant methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although 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 Langer and Rodin's (1976) research, '*The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting*'. **[12]**

Alternative evidence can be supportive or contradictory and could be published before **or** after the core study.

Credit **could** be given for the following:

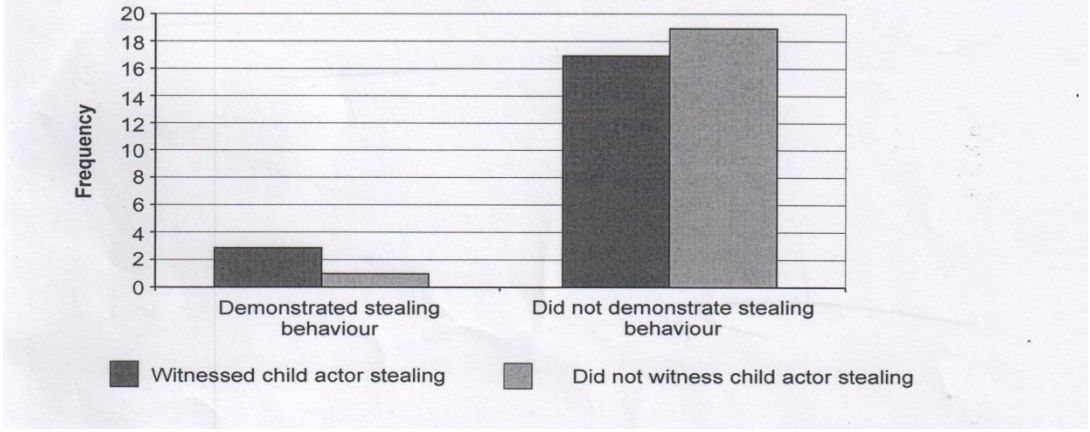
- Long-term effects, e.g. Rodin & Langer (1977) reviewed the progress of the participants eighteen months after the original study. 15% of the RIG died in comparison to 30% of the CG (average mortality in the year before the study was 25%).
- Contradictory findings, e.g. Savell (1991) found no significant difference in well-being for institutionalised adults who were given a choice or not given a choice of leisure activities.
- Findings in the general population (non-aged) e.g. Cohen (1993) found those participants who felt their lives were low in predictability and control were twice as likely to contract a cold.
- Other relevant evidence.

Marks	AO2
10 - 12	Evaluation of the core study is clearly structured and thorough with clear, overt references to more than one piece of alternative evidence. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of the core study shows some coherence and is reasonably thorough with clear reference to more than one piece of alternative evidence. Depth or range is displayed.
4 - 6	Evaluation of the core study is appropriate, but limited. There is some reference to alternative evidence.
1 - 3	Evaluation of the core is superficial. Reference to alternative evidence is muddled and/or incoherent **OR** Makes minimal evaluative comments only (e.g. this 'supports'/'contradicts' the core study).
0	No relevant evaluation of the core study **OR** Describes alternative evidence but makes no evaluative connection to the core study.

SECTION C

Q.7 A team of psychologists conducted a field experiment in a shop. They investigated whether a child would imitate 'stealing' behaviour. Forty children were selected using a systematic sample of the shop's customers. Twenty participants witnessed a child actor stealing a chocolate bar and the remaining twenty participants did not. The psychologists observed how many participants then demonstrated 'stealing' behaviour and reported their results using a bar chart (see below).

Fig 1. Bar chart to show the frequency of stealing behaviour.



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

Credit **could** be given for:

- Advantage, e.g. may have a higher level of ecological validity as research is occurring in the real world, in this case a shop, rather than a laboratory.
- Disadvantage, e.g. it may be more difficult for the researcher to maintain control over confounding variables in the shop than in a laboratory.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation **OR** An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation **OR** An appropriate advantage or disadvantage is noted with a weak 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. whether the child actor performs the stealing behaviour in the same way in front of each participant.
- Way of dealing with it, e.g. standardise their stealing behaviour performance to ensure that each is as similar as possible.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified but with no link to the novel situation **OR** An appropriate issue of reliability is identified only 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:

- Issue of validity, e.g. the children in the 'witnessed stealing' or 'did not witness stealing' conditions may have different previous experiences of stealing.
- Way of dealing, e.g. randomly allocate the children to be in the 'witnessed stealing' or 'did not witness stealing' conditions.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified but with no links to the novel situation **OR** An appropriate issue of validity is identified only 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. the researcher's own pre-conceptions do not bias their selection of children at the shop.
- Disadvantage, e.g. those selected to be in either the 'witnessed the stealing' or 'did not witness stealing' conditions may not be representative of the general population.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation **OR** An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation **OR** An appropriate advantage or disadvantage is noted with a weak 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:

- Consent issues as the participants are not informed that they are taking part in research at the shop.
- Protection from physical harm as eating stolen chocolate may damage their teeth or cause obesity.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
2	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
1	An appropriate ethical issue is discussed but with no links to the novel situation **OR** A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified**.**
0	An ethical issue is not discussed.

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

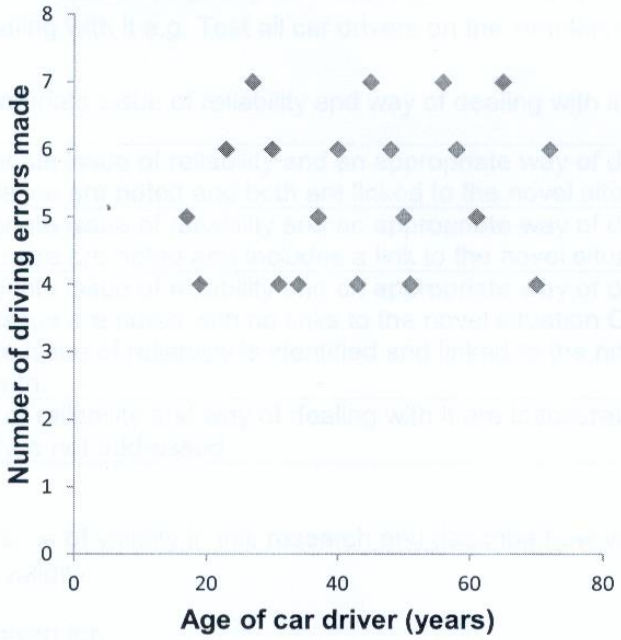
Credit **could** be given for:

- Example - More children who witnessed a child actor demonstrating stealing behaviour stole than those children who did not witness a child actor stealing.
- Example - Similar levels of stealing behaviour were observed in those participants who had previously witnessed a child actor demonstrating stealing behaviour and those children who did not witness stealing behaviour.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation **OR** An inferential conclusion has been given which has been clearly linked to the data in 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 **OR** The issue is not addressed.

Q.8 A psychologist investigated if there was a correlation between the age of car drivers and the number of driving errors made. The researcher used a quota sample of twenty drivers (selected to include various ages) and then asked them to complete a one hour session in a driving simulator. The number of errors they made were recorded and plotted with their ages in a scattergraph (see below)

Fig.2. Scattergraph to show the age of driver and the number of driving errors made.



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

Credit **could** be given for:

- Advantage, e.g. allows us to assess the strength of any relationship between the age of the car driver (years) and the number of driving errors made.
- Disadvantage, e.g. it does not demonstrate that the age of the car driver determines the number or errors made by the car driver.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation **OR** An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation **OR** An appropriate advantage or disadvantage is noted with a weak 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. some of the car drivers may have been tested in the morning, whereas some of the car drivers may have been tested in the evening and, therefore, they may differ in levels of tiredness and concentration.
- Way of dealing with it, e.g. test all the car drivers on the simulator at a similar time of day.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified but with no link to the novel situation **OR** An appropriate issue of reliability is identified only 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:

- Issue of validity, e.g. does driving in a driving simulator really reflect a person's driving ability in real life?
- Ways of dealing with issue, e.g. utilise another measure of driving errors, such as number of points acquired on their driving license in the last twelve months.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified but with no links to the novel situation **OR** An appropriate issue of validity is identified only 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.