

Q.4 Compare and contrast the biological and behaviourist approaches in terms of similarities and/or differences.

[12]

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

- 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 are displayed though 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	Evaluation 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 psychodynamic approach. **[12]**

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

- Use of case studies.
- Use of clinical interviews
- Idiographic nature of the approach.
- Qualitative data.
- Issue of subjectivity/objectivity.
- Generalisability.
- Any other relevant material.

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

PY2

- Q.1** Summarise the aims **and** context of 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]

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

Aims such as:

- '*assess the effects of enhanced personal responsibility and choice on a group of nursing home residents.*
- '*whether increased control has beneficial effects on physical and mental alertness, activity and sociability.*

Context such as:

- Description of locus of control.
- Research by Langer (1975), Stotland & Blumenthal (1964), Ferrare (1962).
- 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, 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 aim 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 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:

Experiment One

- Description of the different conditions; hit, smashed, collided, bumped, contacted.
- Nature of the participants in the sample.
- Description of the film clips and questionnaire.
- Other relevant details.

Experiment Two

- Description of the different conditions; smashed, hit and control.
- Nature of the participants in the sample.
- Description of the critical question asked a week later.
- Other relevant details.

N.B. To attain a mark in the 10 - 12 band, candidates must include procedures of both Experiment One and Two.

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 Bennett-Levy and Marteau's (1984) research '*Fear of Animals: what is prepared?*'

[12]

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

- Mean ratings for Fear e.g. Rat 2.08, Jellyfish 1.81, Spider 1.64
- Mean ratings for Nearness e.g. Rat 3.90, Cockroach 3.25, Jellyfish 2.95
- Mean ratings for Ugly e.g. Cockroach 2.53, Spider 2.43, Slug 2.63
- Mean ratings for Slimy e.g. Jellyfish 2.47, Slug 2.90, Worm 2.45
- Mean ratings for Speedy e.g. Lizard 2.53, Grasshopper 2.48, Squirrel 2.44
- Mean ratings for Moves suddenly e.g. Lizard 2.78, Grasshopper 2.77, Squirrel 2.71
- Ratings from the correlation matrix e.g. Fear/Ugly 0.82, Fear/Slimy 0.61
- Conclusions such as '*perpetual characteristics of animals are of some importance in determining positive or negative appraisal by humans*'.
- 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. 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 are 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 findings 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.

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

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

- Laboratory research e.g. advantages such as higher levels of control, such as the seating arrangement of the naive participants.
- Validity issues (internal, external) e.g. use of perceptual test amongst strangers.
- Ethical issues e.g. lack of informed consent given by naive participants.
- Sampling issues e.g. use of male college students.
- Other 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, 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 Rosenhan's (1973) research '*On Being Sane in Insane Places*'.
[12]

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

- Participant observation e.g. problems of researcher bias with hospital staff behaviour
- Validity issues (internal, external) e.g. observation of real life hospital staff and patients.
- Reliability issues (internal, external) e.g. consistency of pseudopatients' observations.
- Ethical issues e.g. discussion on invasion of privacy; deception of hospital staff and patients.
- Sampling issues e.g. range of hospitals selected.
- Other 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, 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 Milgram's (1963) research '*Behavioural study of obedience*'. **[12]**

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

Relevant alternative evidence, e.g:

- Explanations of obedience.
- Gender bias - Milgram (1974) found women demonstrated the same level of obedience as the men had in the original research.
- Ecological validity - Hofling (1966) found that 21 of 22 nurses were willing to obey 'Dr Smith' and give a patient twice the advised dose of Astrotin.
- Situational biases - Milgram's (1974) variations on his original study such as the presence of confederates and increasing the proximity between Teacher and Learner, whether the research was conducted in a laboratory or in an office.
- Historical bias - Burger (2009) found similar results to those found by Milgram's original research.
- Other relevant evidence.

Marks	AO2
10 - 12	Evaluation of the core study is clearly structured and thorough. There are clear 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 coherence and is reasonably thorough. There are clear references 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 study 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	Describes alternative evidence but makes no evaluative connection to the core study OR no relevant evaluation of the core study.

SECTION C

- Q.7** A team of psychologists conducted interviews to investigate if there is a difference in the happiness levels of elderly women and men living in different situations. Using quota sampling, the psychologists selected participants who were living alone, living with family members or living in a Residential Home. Whilst interviewing the participants, the psychologists asked that participants to rate their happiness on a scale between 1 (not happy) and 5 (very happy). The psychologists then calculated the mean happiness scores for the different living situations.

	Mean Happiness Score
Elderly who live alone	2.7
Elderly who live with family members	4.3
Elderly who live in a Residential Home	3.2

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

Credit **could** be given for:

- Advantage e.g. allows researchers to clarify questions to the elderly men and women if they require it.
- Disadvantage e.g. researcher characteristics may influence how the elderly men and women respond in the interview.
- Other appropriate advantage and/or 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 a weak 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. whether questions are asked in the same way to all of the elderly men and women.
- Way of dealing with issue e.g. ask one researcher to record all questions that are being asked of the elderly men and women, so that all respondents have the same experience.
- 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 linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with weak 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 link 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 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. living situations may not represent those of all elderly people.
- Way of dealing with issue e.g. complete a preliminary survey asking elderly people about their living situations.
- 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 identified issue are noted and 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 weak 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 is not addressed.

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

Credit **could** be given for:

- Advantage e.g. subgroups, such as gender and age elderly people, within the population will be have represented.
- Disadvantage e.g. time consuming to participants that reflect the subgroups of elderly participants.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are 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 psychological health e.g. low levels of happiness may be highlighted.
- 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; with weak link to the novel situation OR an appropriate and linked ethical issue is discussed but not overtly identified.
1	An appropriate ethical issue is discussed but no link to the novel situation.
0	An ethical issue is not discussed.

- (f) State **one** conclusion that can be drawn from the mean scores in this research.

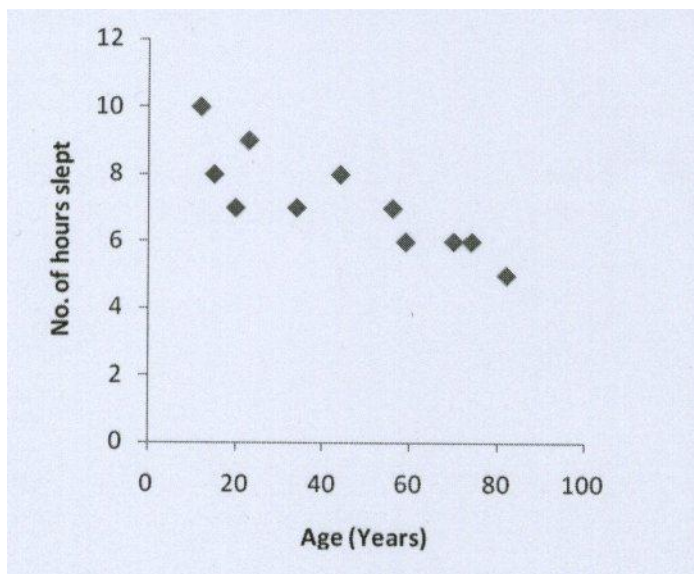
[3]

Credit **could** be given for:

- Example - Those elderly living with family members had a higher mean level of happiness than those elderly living alone or in a Residential Home.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak 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 OR the issue is not addressed.

- Q.8** A psychologist conducted a correlation between age and the amount of sleep required. The psychologist asked an opportunity sample of friends and family members to estimate the amount of sleep they had during the previous night to the nearest hour. The psychologist also noted their age in years. The psychologist then plotted the information on the scattergraph below.



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

Credit **could** be given for:

- Advantage e.g. allows psychologist to assess the strength of the relationship between age and number of hours slept.
- Disadvantage e.g. impossible to prove that the age of the participant caused the amount of sleep experienced by the participant.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted; both are 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 but 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. whether participants are consistent in their measurement of the amount of sleep they had.
- Way of dealing with issue e.g. use standardised instructions for participants to measure sleep.
- 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 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 weak 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 link 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 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. whether participants have slept at other times during the day.
- Way of dealing with issue e.g. ask participants to record how much time is spent asleep during a 24 hour period, rather than just 'the previous night'.
- 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 identified issue are noted and 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 weak 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 is not addressed.