

- Q.4** Compare and contrast the cognitive and behavioural 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.
- 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 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 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 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 superficial and very limited.
0	No relevant explanation or evaluation.

GCE PSYCHOLOGY - PY2

SECTION A

- Q.1** Summarise the aims **and** context of Buss's (1989) research '*Sex differences in human mate preferences*'. **[12]**

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

- **Aims such as:**
- Buss aimed to investigate if evolutionary explanations for sex differences in human mate preferences are found in cultures with varying ecologies, locations, ethnic compositions, religious orientations and political inclinations.

- **Context (evidence prior to research) such as:**
- Description of evolutionary explanations or relationships.
- Description of relevant research such as Thornhill & Thornhill (1983) Trivers (1978) and Alexander & Noonan (1979).

- 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 Gardner & Gardner's (1960) research, '*Teaching Sign Language to a Chimpanzee*'. [12]

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

- Washoe's biographical details – a wild-caught female infant chimpanzee (eight to fourteen months old when she arrived at the Gardner's laboratory).
- Initial routine – building a daily routine and relationships between Washoe and her human companions. They introduced games and activities that could result in maximum interaction with Washoe. All used ASL in her presence.
- ASL criteria – a set of manual gestures which correspond to particular words or concepts and has its own rules of usage. The words can be arbitrary or iconic.
- Training methods – imitation of signs using the "Do this" game. Encouraging "babbling" through clapping, smiling and repeating the gesture. Instrumental conditioning – tickling used as a reward.
- Recording of Washoe's behaviour – initially easy to keep records of her signing behaviour, but as the amount of signing and number of signs increased, at about sixteen months, a more rigorous observations strategy was implemented. Three observers had to note she had used the sign in context and spontaneously. The sign was then added to a checklist and then when seen for a period of 15 consecutive days, it was noted as being learnt.
- 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 Milgram's (1963) research '*Behavioural study of obedience*'. **[12]**

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

- Milgram's survey of his Psychology Majors showed estimates of between 0% and 3% of participants would administer 450 volts.
- None of the participants stopped administering shocks before 300 volts (5 stopped at 300 volts).
- 26 of the 40 participants administered 450 volts (65%) therefore, 14 defied the experimenter's authority at some point.
- Remarks and outward behaviour indicated the participants were acting against their own values by punishing the learner, e.g. 14 of the 40 participants demonstrated nervous laughter and smiling.
- Observations of participants behaviour, e.g. sweating, trembling, stuttering, biting lips, groaning and digging fingernails into flesh.
- Milgram concluded that '*the phenomenon of obedience must rest on the analysis of the particular conditions in which it occurs.*' In other words, the circumstances in which the participants found themselves would combine to create a situation which is proved difficult to disobey.
- Milgram concluded that there were 13 elements of this situation that had contributed to these levels of obedience, such as taking place at Yale which has an '*unimpeachable reputation*.'
- 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 Rosenhan's (1973) research, '*On Being Sane in Insane Places*'. **[12]**

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

- Methodological issues – participant observation, e.g. disadvantages such as researcher bias of 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 of invasion of privacy; deception of hospital staff and patients.
- Sampling issues, e.g. range of hospitals selected.
- 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 Langer and Rodin's (1976) research, '*The effects of chose and enhanced personal responsibility for the aged: A field experiment in an institutional setting.*' [12]

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

- Methodological issues – field based, e.g. advantages such as ability to utilise the 'real-life' environment of the nursing home; disadvantages such as problems establishing control over the individual characteristics of the residents in the RIG and CG.
- Validity issues (internal/external), e.g. does giving the aged a plant to look after really induce a sense of control/responsibility?
- Reliability issues (internal/external), e.g. age of residents was inconsistent when completing the research.
- Ethical issues, e.g. lack of informed consent of the nursing home residents; use of intervention study; protection of the residents' physical and psychological well-being.
- Sampling issues, e.g. generalising from residents in one nursing home to other elderly individuals.
- 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 Loftus and Palmer's (1974) research '*Reconstruction of Automobile Destruction: An Example of the Interaction between Language and Memory*'. **[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:

- Further laboratory based research, e.g. Loftus (1979) found 98% of participants correctly identified the colour of a purse, even when given erroneous information that the purse was brown.
- Real-life research, e.g. Yuille & Cutshall (1986) found that, despite being given two misleading questions, real-life armed robbery witnesses were resistant to the misleading information and gave answers that were similar to their initial statements.
- False memory research, e.g. Braun (2002) showed that, with a 'bugs Bunny' cut-out in the room, 30% of the participants 'remembered' shaking hands with him on a trip to Disneyland (impossible, as he is a Warner Bros. character).
- Other relevant evidence.

N.B. The two experiments that are included in the original research cannot be credited as alternative evidence for each other.

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 investigated the stress levels of different types of occupations. They interviewed twenty people in 'high-level qualification' jobs (e.g. doctor, lawyer) and twenty people in 'low-level qualification' jobs (e.g. shop assistant, cleaner). They used a stratified sampling technique to select the participants. In their interviews they used a stress scale (where 100 was highest stress score) to assess the stress levels of the two groups. The psychologists then reported the range scores for the two groups (see table below).

Fig.1 Table to show the ranges of stress scores

Range of stress scores for those in 'high-level qualification' jobs	Range of stress scores for those in 'low-level qualification' jobs
65	63

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

Credit **could** be given for:

- Advantage, e.g. participants can ask the researchers to explain any question on the stress scale which they may not understand.
- Disadvantage, e.g. participants may not tell the interviewers the truth about their experiences (social desirability bias).
- 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. the interviewers may not ask the questions about stress in the same way to all the interviewees.
- Way of dealing with issue, e.g. the psychologists should standardise the wording of the stress scale.
- 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:

- Issues of validity, e.g. does the stress scale really measure occupational stress.
- Way of dealing, e.g. utilise a stress scale that specifically measures occupational stress (content validity).
- 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 stratified sampling in this research. [3]

Credit **could** be given for:

- Advantage, e.g. may be more representative of those in different level qualification jobs than other methods such as volunteer.
- Disadvantage, e.g. those selected from the high-level or low-level qualification jobs may not be representative of those in the strata from which they are randomly selected.
- 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) Identify and discuss **one** ethical issue that might arise in this research. [3]

Credit **could** be given for:

- Failure to protect participants' physical or psychological harm if those participants who are detected as having high stress are not given suitable advice about how to cope with it.
- 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 range scores in this research.

[3]

Credit **could** be given for:

- Example - The range of stress scores for those in 'high-level qualification' jobs was higher than the range of stress scores for those in 'low-level qualification' jobs.
- Example - The range of stress scores for those in 'high-level qualification' jobs was similar to the range of stress scores for those in 'low-level qualification' jobs.
- 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 the number of words correctly recalled by an individual recovering from a brain injury. The individual was selected using an opportunity sample of patients admitted to a local hospital. Using a case study, the researcher recorded the number of words the individual could correctly remember from a list of ten words (ranging in length). The test was carried out one month and six months after the brain injury. The psychologist conducted a content analysis of the words correctly recalled (see below).

Fig.2. Table with the words correctly recalled

Words correctly recalled one month after brain injury	Words correctly recalled six months after brain injury
Dog Ball Door	Dog Pencil Ball Telephone Door Kangaroo Desk Hospital Apple Cardigan

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

Credit **could** be given for:

- Advantage, e.g. it allows the researcher to study in depth an individual who has something unusual in their behaviour such as a brain injury.
- Disadvantage, e.g. there may be problems generalising from one individual with a brain injury to others with brain injuries.
- 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 psychologist asked the participant to recall the word list at the same time of day, the participant may get tired towards the end of the day, which may affect the number of words they correctly recall.
- Ways of dealing with issue, e.g. standardise the procedure so that the participant completes the word recall task at the same time of day on each occasion.
- 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. was the participant familiar with all the words on the list before the brain injury.
- Ways of dealing with issue, e.g. ask a relative if the words on the list were known to the patient before their brain injury.
- 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.