Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1	a		From Baron-Cohen *et al.'s* (1997) study into autism in adults: Identify <u>one</u> group of participants in this study and outline <u>two</u> features of that group. Adults with high-functioning autism/Asperger syndrome • 16 • 4 HF Autism/12 AS • Normal intelligence (>85 on WAIS–R) • Mean age 28.6 range 18–49 • HF had history of 'classical' autism (i.e. Autism accompanied by language delay)/AS had no significant language delay • Recruited from clinical sources/doctors and advert in *Communications* magazine/ National Autistic society magazine • 13 males and 3 females/ More males than females Normal adults/normal men and women • 50 • 25 male 25 female/ equal number of males and females • Normal intelligence (assumed) • Mean age 30.0 range 18–48 • General population of Cambridge (not university) • Selected randomly from subject panel held at the university • No history of psychiatric condition/No psychological disorders Adults with Tourette syndrome/adults with TS. • 10 • 8 male 2 female/ more males than females • Normal IQ (tested on short WAIS–R) • Mean age 27.77 range 18–47 • From tertiary referral centre in London	3 [1+1+1]	1 marks - For the correct identification of one group of participants PLUS 1 mark - For outlining one feature of the named group. PLUS 1 mark - For outlining another feature of the named group. 0 mark - No creditworthy information. N.B: 1) Cannot get credit for simply stating advert/ magazine, Autism magazine is acceptable. 2) 'Control group' is not creditworthy as a feature as both TS and Normal group were both control groups for different variables 3) Can get credit for identifying sample within the features if not explicitly stated 'One group had been diagnosed as having Tourettes' 4) Saying they had been 'diagnosed as having Tourettes/Autism' cannot be awarded as a feature mark as this is tautological 5) For the Normal group, no credit can be given for saying 'Did not have Tourettes or Autism' 6) Adults is not a defining feature <u>Examiner's Comments</u> The majority of candidates identified one of the three groups correctly and also recognised one of the key features of the group (e.g. number of participants in the group), but many candidates did not give a second feature of the group, limiting their responses.

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**From Baron-Cohen *et al.'s* (1997) study into autism in adults:** **Outline the effect the participants' gender had on their responses in the Eyes Task.** <u>Most likely answers:</u> *Normal* females performed significantly better than *normal* males on the Eyes Task Females (mean 21.8) performed significantly better than males (mean 18.8) on the eyes task The *normal* males were significantly better than the *autism/AS* group (mean 18.8 versus 16.3). *Normal* females performed the best overall but the *normal* males performed better than the autistic/AS participants *Normal* females performed better than *normal* males. Other appropriate descriptions should be credited.	2	**2 marks** - An accurate response which includes findings in relation to gender for: EITHER - normal females versus normal males. OR - normal males versus the autistic/AS participants. OR- females vs males with supporting results from eye task **1 mark** - A vague or partial response, e.g. normal females performed the best/ Females performed better than males **0 mark** - No creditworthy information, e.g. no reference to the participants' condition (normal, autistic/AS), reference to any of the other tasks. <u>Examiner's Comments</u> Many candidates were able to partially answer this question by referring to both males and females and recognising a difference in response. However, most candidates did not outline the effect accurately omitting the group it related to.
			Total	5	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
2	a		**From Hancock et al's (2011) study into the language of psychopaths:** **Explain <u>one</u> reason why the interviewer were not told the participants' scores on the psychopathy test.** <u>Possible answers:</u> This helped **reduce the risk of (interviewer/researcher) bias (1)** as they were unable to manipulate questions relating to the offender's crimes. (1) The interviewer **could not influence the participant's performance** by treating them in a biased way (1) therefore results in relation to the language used were not in favour or against either the psychopaths or non-psychopaths. (1) Interviewers were **unable to manipulate questions** due to being blind to their group (1) as they did not know whether the offenders had been classified as psychopaths or non-psychopaths. (1) Other appropriate explanations should be credited.	2	**1 marks** - For showing an understanding of a (single) blind procedure. PLUS **1 mark** - For applying this appropriately to Hancock et al.'s (2011) study. **0 mark** - No creditworthy information. N.B: Interviewers were investigating language use and wrote down verbatim what was said in the interview. Candidates cannot get credit for saying 'statements made in interview were made to be more or less psychopathic' <u>Examiner's Comments</u> This question required candidates to show an understanding of the single blind design in research by stating a reduction in risk of researcher bias or an inability to manipulate questions with a lack of knowledge of psychopathy scores. Knowledge of single blind design was shown to be good across most candidates giving access to the first mark. However, many were confused with the process of interviews within Hancock et al. and missed the second mark due to their lack of knowledge on the core study. **Misconception** Candidates were required to explain why the interviewer was not told the psychopathy scores in Hancock et al.'s study. Some referred to 'if the interviewer knew the scores then the analysis of the language would be affected'. This could not be given credit as it is not accurate knowledge of the core study. Interviewers wrote down answers given in interview verbatim and therefore statements made in the interview could not be made to appear more or less psychopathic. To correctly link in to the context of the research, the bias would show itself within the questions asked during the interview

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Question			Answer/Indicative content	Marks	Guidance
					or trying to influence the prisoners responses when describing their crime.
	b		**Outline <u>one</u> weakness of the sample used in this study.** <u>Possible answers:</u> The findings were based on males (1) so may not be generalisable to female murderers. (1) The findings were drawn from murderers incarcerated in Canadian (1) prisons/correctional facilities so may not be generalisable to other countries. (1) Does not represent females (1) and how they would explain their murders. (1) Sample were all volunteers (1) and may have been more willing to be interviewed about their crimes, this does not represent murderers who do not want to talk about their crimes. (1) It could be seen as ethnocentric (1) due to only including murderers in Canada. (1) Other appropriate explanations should be credited.	2	**2 marks** - A clear and accurate explanation that: • Identifies a limitation of the sample • Appropriate link made to Hancock et al.'s study **1 mark** - A vague or partial answer, i.e. the mere identification of a limitation of the sample without any link to generalisability/Hancock et al.'s study. **0 mark** - No creditworthy information. e.g. 'difficult to generalise to population' is not creditworthy alone as this is a weakness of many samples. Needs to be relevant to Hancock et al and so generalisation/representativeness can only be used within the link. Sample size is not creditworthy, 14 vs 38, so although less psychopaths still a significant size based on proportion in the population <u>Examiner's Comments</u> This question elicited many good responses with candidates giving clear weaknesses of the sample used in Hancock et al.and linking to the study well.
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
3			D	1	Secondary Examiner's Comments Most answered correctly.
			Total	1	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
4		i	**Outline one difference in performance on the Eyes Task between the participants with autism/Asperger syndrome and participants with Tourette Syndrome.** Most likely answers: • The autism/AS participants only scored an average of 16.3 in the Eyes Task compared to 20.4 by the TS participants. • Correct answers in the Eyes Task ranged from 13 to 23 for the autism/AS participants whereas the range for the TS participants was 16 - 25. • The autism/AS participants had a lower mean score on the Eyes Task (16.3) than the TS participants (20.4). • The TS participants had a higher mean score on the Eyes Task (20.4) than the autism/AS participants (16.3). • Other appropriate answer. Example of a 2-mark answer: The autism/AS participants had a lower mean score on the Eyes Task (16.3) than the TS participants (20.4). Example of a 1-mark answer: The mean score for the TS participants was higher (20.4) than that of the autism/AS participants.	2	**2 marks -** A clear difference is identified supported by evidence from the table in relation to the performance by **both** the autism/AS and TS participants. **1 mark -** EITHER one difference is identified but this is supported by evidence relating to only one of the two groups OR there is no supporting evidence, e.g. *the mean score for the autism/AS participants was lower than that of the TS participants*. **0 mark -** No or incorrect answer, e.g. reference to performance for the normal group. Examiner's Comments Most candidates performed well and accurately used the data from the table in a variety of ways. Credit was given for using the mean score, difference in mean scores, the range of scores and the ceiling of the range of scores. Responses must be supported by evidence from the table to receive full credit and this was not always the case. Some went on to discuss impairments in Theory of Mind but this was not answering the question. A minority gave a difference for the normal participants and this received no credit.

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Question			Answer/Indicative content	Marks	Guidance
		ii	**Outline one conclusion that can be drawn from the above findings.** Most likely answers: • Adults with autism/AS possess an impaired theory of mind (1). They only scored 16.3/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • Normal individuals do not possess an impaired theory of mind (1). They scored 20.3/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • TS individuals do not possess an impaired theory of mind (1). They scored 20.4/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • Other appropriate answer. Example of a 2-mark answer: Adults with autism/AS possess an impaired theory of mind. They only scored 16.3/25 on the Eyes Task, a valid Theory of Mind test for adults. Example of a 1-mark answer: TS individuals do not possess an impaired theory of mind/struggle to recognise emotions from eyes.	2	**2 marks -** A clear outline of a conclusion is drawn and supported by evidence from the data table. **1 mark -** An attempt is made to draw a conclusion, but this is not clearly expressed and not supported by evidence from the data table, e.g. *Autistic/AS participants lack theory of mind as they performed badly on the Eyes Task, a valid Theory of Mind test*. **0 mark -** No or incorrect answer, e.g. Mere references to findings shown in the data table, i.e. a repetition of part (i). Examiner's Comments Some candidates were able to outline how there is a deficit in the Theory of Mind for those in the autism/AS group. This conclusion needed to be supported by data from the table, and this was rarely the case. Some did therefore not provide conclusions in relation to theory of mind and merely repeated the results from Question 4 (a).
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
5			**Describe the background to Hancock et al's (2011) study into the language of psychopaths.** **Possible content:** • Psychological characteristics of psychopaths could be understood using statistically based text analysis programmes to analyse linguistic variables The Study contains more information that candidates may well draw on. 'background' is a general term, discussion of relevant information in the full article can be credited • Psychopaths have social, cognitive and emotional characteristics e.g. selfish orientation, diminished moral sensibilities and profound emotional deficits • Psychopaths exhibit no deficit in intellect • Hancock wanted to examine whether the language of psychopaths reflected an instrumental/predatory world view, unique socioemotional needs and a poverty of effect • Psychopaths are manipulative and are skilled conversationalists. Example top band answers • Psychopaths focus on what Maslow (1943) referred to as basic or material needs, reflecting physiological needs such as food, sex, and shelter, whereas higher level needs such as meaningful relationships and spirituality are likely to be of minimal interest. Hancock was interested in whether these unique drives would result in particular linguistic patterns. • Psychopaths exhibit a deficit in their ability to interpret and experience emotion. This deficit is reflected in their difficulty identifying subtle emotional expressions and problems identifying emotional words and concepts. Hancock et al wanted to examine their emotional deficit whilst they described their crime. • Previous studies have revealed that psychopaths' language appears to be less cohesive than nonpsychopaths. Brinkley *et al.* (1999) found that	3 (AO1)	The Study contains more information that candidates may well draw on. 'background' is a general term, discussion of relevant information in the full article can be credited **1 mark -** identifying background **1 mark -** developing the information on the background **1 mark -** link to Hancock's subsequent aim of the investigation (credit for the aim cannot be given unless it is linked to the background) <u>Examiner's Comments</u> This question required candidates to 'tell the story' of Hancock et al.'s study. The majority of candidates wrote about the aim of Hancock without describing the motivation behind the research aim. Those who were more successful with this question, provided detailed and accurate descriptions of background theory/research (e.g., Maslow's hierarchy of needs, psychopaths have social and emotional characteristics such as weakened morality, or psychopaths are manipulative). **OCR support** The majority of candidates did not give the correct response to this question and had limited knowledge on the background information to the core study. For support with this, see our 'guide to core studies' teacher guides which offer appropriate content for the core study backgrounds. Exemplar 1

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Question			Answer/Indicative content	Marks	Guidance
			narratives of psychopaths contained fewer cohesive ties and more integrated details than nonpsychopaths. Hancock's research is the first to uniquely examine the specific qualities of psychopathic language using sophisticated statistical text analysis tools.		Evidence suggested psychopaths used more disfluencies in their language, used more ~~subjective~~ conjunctives (such as because, since, ~~because~~) and took longer to think before speaking. Therefore, Hancock wanted to test out these theories ~~so he~~ using a PCL-R test and psychotic test on psychopaths in prison (52 people used in a prison in Canada) to provide further evidence for these theories. Exemplar 1 demonstrates how full marks can be achieved discussing background theory. Hancock's research was investigating the existence of disfluencies in language. He was interested in testing if their instrumental orientation would be reflected in their speech in the form of more casually framed language. Therefore, he wanted to test out his own theory, that more conjunctives would be found giving a clear link to the subsequent aim of research.
			Total	3	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
6			**Baron-Cohen et al. conducted a study into autism in adults.** **Outline how the procedure used in the Eyes task helped to ensure the reliability of the findings.** Likely answers: • Baron-Cohen **et al.** used a standardised procedure (1) in which participants were shown 25/ black-and white photographs of eyes/the same size (dimensions)(1). This was the same for all participants which helped to ensure the reliability of the findings.(1) • All (1) participants being shown 25 black-and-white photographs of eyes (1) each being shown for 3 seconds (1). (This helped ensure the reliability of the findings.) • The procedure was standardised (1) by presenting all participants the same photographs of eyes (1). The Eyes Task required participants to choose between two mental state words (target and foil) (1). • Other appropriate answer.	3	**3 marks-** A clear and accurate description that refers to: (a) The fact that the procedure was standardised (to ensure reliability). (b) The fact that participants were all treated the same. (c) **One** feature of the Eyes task that was standardised. **2 marks –** A reasonable answer which contains two of the above features, e.g. The procedure was standardised (1) with all (1) participants being shown the same sets of eyes. **1 mark –** A vague or <u>uncontextualised</u> answer, e.g. The procedure was standardised (1). **0 mark –** No or incorrect answer. **N.B.** A definition/understanding of reliability alone does not earn a mark. <u>Examiner's Comments</u> The majority of candidates provided a clear understanding of reliability and an accurate description of how the procedure used in the Eyes task helped make sure reliability in Baron Cohen et al.'s study. Candidates needed to develop their understanding of the term 'reliability.' They also needed to focus their response on the Eyes task procedure (3 seconds per photo) to be responding to the question.
			Total	3	

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Question			Answer/Indicative content	Marks	Guidance
7			**Explain how Freud's (1909) study of Little Hans can support the nature side of the nature/nurture debate.** Likely answers: • Freud claimed that all children go through set stages of psychosexual development which are determined by maturation. These are subconscious but natural stages and include the phallic stage during which boys experience the Oedipus complex. Whilst in this stage boys subconsciously develop a strong attachment to their mother and sense their father as a rival. Freud documented the case of Little Hans to show how his fears, dreams and fantasies were symbolic of his unconsciously passing through the phallic stage. Just before he was three, Hans started to show a lively interest in his 'widdler' which Freud attributed to Hans being in the phallic stage, (a natural stage of maturation). • Freud claimed that all children subconsciously go through natural, set stages of psychosexual development which are natural progressions as an individual matures. He documented the case of Little Hans to show how his fears, dreams and fantasies were symbolic of his unconsciously experiencing the Oedipus complex. For example, Hans had a giraffe fantasy in which there was a big giraffe and a crumpled giraffe. Hans took the crumpled giraffe away from the big one and sat on top of it. This was interpreted as a representation of Hans trying to take his mother away from his father so he could have her to himself. Freud claimed that a boy's subconscious desire to have his mother for himself is a feature of the Oedipus complex which, in its turn, is a feature of the phallic stage of psychosexual development. • Other appropriate answer.	3	**3 marks –** A clear and accurate explanation of how Freud's study can support the nature side of the debate. The response must include: (a)Reference to the nature side of the debate. (b)How Freud's study links to the nature side of the debate. (c)Supporting evidence from Freud's study. **2 marks –** A reasonable explanation which may lack clarity in relation to how Freud's study links to the nature side of the debate/may have weak or vague supporting evidence, e.g. Freud claimed that all children subconsciously go through natural, set stages of psychosexual development. Freud documented how Hans' fascination with his 'widdler' were symbolic of his unconsciously passing through the phallic stage. **1 mark –** A vague answer or one that is <u>uncontextualised</u> to Freud's study, e.g. Freud documented how Hans' fascination with his 'widdler' were symbolic of him unconsciously passing through the phallic stage (vague); Freud claimed that all children subconsciously go through set stages of psychosexual development (no contextualisation). **0 mark –** No or incorrect answer. <u>Examiner's Comments</u> The majority of candidates could link Freud's study to the nature debate (e.g. psychosexual stages, Oedipus complex, phallic stage, id). Candidates who scored well on this question went further and made a reference to a principle of the nature debate which is appropriate for Freud's study (e.g. innate, natural, instinct, maturation, born with). This question also required evidence from Freud's study to contextualise their response, but this was missing in many responses.
			Total	3	

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Question			Answer/Indicative content	Marks	Guidance
8	a		**Describe one of the groups that made up the sample used in Baron-Cohen et al.'s study into the theory of mind.** Details of groups: Group 1: 16 individuals with high-functioning autism or Asperger Syndrome (HFA = 4, AS = 12). The sex ratio was 13m:3f. All were of normal intelligence and were recruited through an advert in the National Autistic magazine and a variety of clinical sources. Group 2: 50 normal age-matched adults (25m:25f), drawn from the subject panel of the university department compromising of the general population of Cambridge (excluding members of the university). Group 3: 10 adults with Tourette Syndrome also age- matched with groups 1 and 2. The sex ratio was 8m:2f. All were of normal intelligence and were recruited from a tertiary referral centre in London.	2	**2 marks** for a detailed and accurate description of the sample, including at least two features and the identification of a group. **1 mark** identification of a group or identification of one feature. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Many candidates provided detailed and accurate descriptions which included two or more features of one of Baron-Cohen et al.'s groups. Others answered this question as if the command word was 'identify' and they only named one of the groups without providing a description or they gave only one feature of the sample. Some candidates muddled the facts about each group, like the number, gender ratio, location and where the sample were sourced from, and this showed a lack of real understanding of the groups in Baron-Cohen et al.'s sample.

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Question			Answer/Indicative content	Marks	Guidance
	b		**Describe the background to Freud's study of Little Hans.** Possible background: • According to Freud's theory, sexuality isn't confined to physically mature adults, but is evident from birth. However different parts of the body are particularly sensitive at different times during childhood. • The sequence of the psychosexual stages are determined by maturation (nature) and how the child is treated by others (nurture). • Freud's stages of psychosexual development are: (1) oral stage: 0 – 1 year, anal stage: 1 – 3 years, phallic stage: 3 – 5/6 years, latency stage: 5/6 years – puberty, genital stage: puberty – maturity. • The Oedipus complex for boys and the Electra complex for girls forms part of the phallic stage. • Hans was described as a cheerful and straightforward child, but when he became 'ill' (developed his phobia) it was obvious that there was a difference between what he said and what he thought. Freud thought this was because things were going on in Hans' unconscious mind of which he was unaware. • Hans was referred to Freud by his father, a keen supporter of Freud's work. Freud therefore decided to help Hans by interpreting his behaviour and telling him why he was thinking and behaving as he was. This is a process known as psychoanalysis. • Freud therefore documented the case of Little Hans to show how his fears, dreams and fantasies were symbolic of his unconscious passing through the phallic stage of psychosexual development. • Freud used this study to support his ideas about the origins of phobias, his theory of infantile sexuality and the Oedipus complex, and his belief in the effectiveness of psychoanalytic therapy.	4	**3–4 marks** for a detailed and accurate description of the background to the study that demonstrates sound knowledge and understanding of the Little Hans study. **1–2 marks** for a brief or vague description of the background to the study which may contain some inaccuracies or irrelevancies. **0 marks** – no creditworthy response. **NB** If the candidate merely refers to Freud's study of Little Hans without reference to the background, only 1 mark can be awarded Examiner's Comments Those candidates who were more successful on this question provided detailed and accurate descriptions of the background to the study in the context of Freud's study and demonstrated a sound understanding of the Little Hans study. Most candidates scored 2 marks on this question by offering brief descriptions of aspects of Freud's theory (like the Oedipus Complex, Psychosexual Stages or Unconscious mind) without contextualising to Little Hans and/or describing them. Some candidates merely listed key terms from Freud's theory and were less successful on this question.
			Total	6	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
9	a		**Outline one finding from Freud's study of Little Hans.** Possible answers: • Little Hans' fear of horses was considered by Freud as a subconscious fear of his father. This because the dark around the mouth of a horse and the blinkers resembled the moustache and glasses worn by his father. He was fearful of his father because he was experiencing the Oedipus complex. • Hans' fascination with his 'widdler' was because he was experiencing the Oedipus complex. • Hans' daydream about giraffes was a representation of him trying to take his mother away from his father so he could have her to himself – another feature of the Oedipus complex. • Hans' fantasy of becoming a father linked to his experiencing the Oedipus complex. • Hans' fantasy about the plumber was interpreted as him now identifying with his father and the final family fantasy was interpreted as the resolution of the Oedipus Complex.	2	**2 marks** for a clear and accurate outline of a relevant finding **1 mark** for a briefly stated finding or an outline which is muddled and/or vague **0 marks** – no creditworthy response. Examiner's Comments Most candidates were able to offer a relevant finding although some were too generic or were not adequately outlined in the context of the study.
	b		**Briefly explain how Baron-Cohen et al's study into the theory of mind relates to the area of individual differences.** Possible content: The study relates to individual differences because of its focus on trying to understand the way in which people differ – in this case, through being diagnosed as being on the autistic spectrum which can be seen as an abnormal behaviour. It also looked at a variety of individuals with autism to try and understand what causes the unique behaviours presented in each individual. At the same time, it found a way of measuring these differences through the use of the Eyes Task.	4	**3–4 marks** for a clear and accurate response which demonstrates knowledge and understanding of Baron-Cohen et al's study and of how this links to relevant principles and concepts of the individual differences area. **1–2 marks** for a brief or vague response which shows some knowledge and understanding of Baron-Cohen et al's study and makes some attempt to link to principles and concepts of the individual differences area. **0 marks** – no creditworthy response. Examiner's Comments Candidates were good at outlining the relevant details from the study. A lot of candidates struggled to make a clear link to the individual differences area. This is because many wrote about the area focusing on the uniqueness of each

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Question			Answer/Indicative content	Marks	Guidance
					individual which does not relate easily to this particular study, unless a candidate focused on the range of scores for the Eyes Task within each group tested. The best responses made links to alternative principles or concepts from the individual areas such as measuring differences or researching atypical behaviours. OCR support Some candidates appeared to have limited knowledge of the assumptions of the individual differences area – primarily stating that everyone is unique – which links better to some of the core studies than others. Students should be aware of a range of assumptions and should have at least one that they are able to clearly link to each core study. For support with this see our materials on the individual approach on our website's subject page. Exemplar 1 The individual differences area states that in order to understand human behaviour we need understand the differences between individuals and that individual differences are quantifiable & measurable. The study links to this theory as it is researching the differences in theory of mind between autistic, Tourette and (linked) normal people, thus gain insight into human behaviour through understanding the differences. Furthermore, it is evident that individual differences were quantifiable as it provides a (4) Exemplar 1 shows that by focusing on the principle of being able to measure and quantify differences between individuals, the candidate is able to make a clear and relevant link to the study.
	c		**Compare Gould's study with Hancock et al. 's study into measuring differences by suggesting either one difference or one similarity between them.** Possible differences: • use of primary data (interview) versus use of secondary data (review) • use of transcript analysis versus use of test scores • low control versus high control • type of sampling i.e. opportunistic	4	**4 marks** – for a clear response which; • identifies a difference/similarity • further outlines that difference/similarity • illustrates the difference/similarity with reference to Gould's study • illustrates the difference/similarity with reference to Hancock et al's study. **3 marks** for a vague response with the all of the above points or for a clear response with three of the points.

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Question			Answer/Indicative content	Marks	Guidance
			versus volunteer • sample size Possible similarities: • quasi-experimental • only focused on male participants/subjects • use of both quantitative and qualitative data • use of testing i.e. IQ and personality • comparison of different groups (independent measures design) • ethnocentrism		**2 marks** for a vague response with three of the above points or for a clear response with two of the points. **1 mark** for a vague response with two of the above points or for a clear response with the difference identified/implied. **0 marks** – no creditworthy response. NB If the candidate compares the studies on sample size this is permissible but they must get the sample sizes right for both studies to earn the first mark for application. The second application mark should be awarded for some mathematical analysis of the difference (or similarity) in sample size. <u>Examiner's Comments</u> Some candidates were clearly well prepared for this type of question and answered it in a formulaic way that easily earned them 3 and sometimes 4 marks. Other candidates did not seem to know how to approach this question. There were some who were not able to identify a clear difference or similarity and, without this, were not able to access any of the marks. **Assessment for learning** This is a common style of questioning on this unit. Students can prepare for it by listing pairs of core studies (from the same area and theme) and identify a similarity and a difference for each pairing – this needs to be a similarity and difference which can be expanded on and obviously one that can be applied accurately to each study. It would be useful to compare studies on common features – such as method used or sample – so that students do not have to recall too many different features of studies.
			Total	10	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
10			**Discuss to what extent Hancock *et* al's (2011) study into the language of psychopaths changes our understanding of individual, social and / or cultural diversity.** Possible content: • Hancock et al was able to demonstrate that it is possible to measure behaviour to establish factors that cause individual differences fairly. • This contemporary study allowed more specific behaviours to be measured to understand abnormal behaviour. • Hancock et al focused on 52 men who were in prison for murder and was therefore not necessarily able to tell us more about social diversity as a whole but about a particular group of individuals who are likely, given research into offending, to have similar backgrounds. • The study did enable Hancock et al to explain an important issue in society and potentially reduce future offending. • Hancock's study focused on prisoners in Canada and therefore does not offer further insight into cultural diversity overall, it does extend our understanding from America – the usual country of study.	6	**5-6 marks** for a clear response which considers at least one themein some depth. For any point, there is effective analyses of the extent to which it changes our understanding of individual, social and / or cultural diversity. **3-4 marks** for a response which considers at least one theme. For any point, there is some analysis of the extent to which it changes our understanding of individual, social and / or cultural diversity. **1-2 marks** for a response which considers at least one theme. . For any point, there is a basic analysis of the extent to which it changes our understanding of individual, social and / or cultural diversity. **0 marks** – no creditworthy response.
			Total	6	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
11			**Outline one ethical issue raised by Gould in his (1982) review of Yerkes' study into intelligence testing in America.** Possible issues: Respect – Yerkes' intelligence testing did not value the culture/literacy skills of certain individuals by administering tests that could not be easily accessed. Competence – the testing was not carried out very expertly, both in terms of test design (tests were biased) and in terms of administration (there were many inconsistencies) Responsibility – there was a disregard for certain individuals, especially for those from minority ethnic groups, who were assessed incorrectly and ended up in the wrong roles as a consequence Integrity – not a fairly administered; not used fairly or accurately to allocate people to roles; as dire consequences for immigration rules NB Other appropriate responses should be credited.	3	**3 marks** for a clear answer which; • identifies a relevant ethical issue • outlines the issue raised • relates this issue to the Gould's review **2 marks** for an answer which addresses at least two of the above points. **1 mark** for a partial or vague answer which addresses at least one of the above points. **0 marks** – no creditworthy response. *If candidates make reference to consent, they must talk about Informed consent to gain the marks. *The right to withdraw is not accepted as an ethical issue in this study. *Debriefing cannot be accepted as an ethical issue as this is something that should be done after a study has concluded. Social sensitivity is acceptable, with the consequences for ethnic minority groups as a result.
			Total	3	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
12			**Explain one way in which Freud's study of Little Hans could be criticised for its lack of reliability.** <u>Possible content:</u> • use of case study method • use of secondary data • many ideas open to interpretation • unrepresentative sample <u>Example of a 1-mark answer:</u> The use of the case study method produces unreliable findings as it cannot be replicated (1). (No context) <u>Example of a 2-mark answer:</u> Freud only studied Little Hans so his sample was unrepresentative (1) making the study unreliable (1). <u>Example of a 3-mark answer:</u> The case study method is unreliable as it not replicable (1) as we only have Freud's account and interpretation of Little Hans' experiences at the time (1) and it would be difficult for someone else to revisit this after the event to assess for reliability (1). Freud investigated Little Hans' fears and fantasies using the case study method which lacks reliability as it does not have a standardised procedure (1). The way in which Hans was observed and questioned by his father was not standardised as the situation was unique to Hans (1). The procedure cannot therefore be replicated to assess whether other boys experience the Oedipus complex/go through the five psychosexual stages of development (1). Other appropriate answer.	3	**3 marks** for a clearly described issue associated with reliability which is well developed in the context of the study. **2 marks** for a reasonably described and relevant issue associated with reliability loosely or vaguely linked to Freud's study **1 mark** for the mere identification of a relevant issue which is not in the context of the study. **0 marks** – no creditworthy response.
			Total	3	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
13	a		**Freud used the case study method in his research.** **Describe how he used this method in his study of Little Hans.** **Possible definition of case study:** A method which focuses on one individual or one group in order to investigate the subject matter in some depth (qualitative data)/a method which investigates unique behaviours that are not often available to study. Example of a 1-mark answer Freud only studied the one boy. Example of a 2-mark answer Case studies focus on unusual individuals (1) in this example one boy with an extreme fear of horses (1). Case studies often focus on just one individual (1). Here Freud only studies a 5-year-old boy/Little Hans (from Austria) (1). Example of a 3-mark answer The case study method is a method that investigates, in depth (1), an individual or a small group of people (1). Freud studied Little Hans in depth through regular and detailed correspondence with the boy's father. This gave a thorough account of Hans' experience of a phobia of horses (1).	3	**3 marks** for a detailed and accurate description of the case study method (at least two features) and for effectively applying its features to Freud's study of Little Hans. **2 marks** for an accurate description of the case study method (at least two features) not in context **or** a reasonable description of the case study method (one feature) supported by a vague attempt to apply its features to Freud's study of Little Hans. **1 mark** for identifying a feature of the case study method, which is not in the context of Freud's study. **0 marks** – no creditworthy response, e.g. references/descriptions of longitudinal studies, mere descriptions of how data was gathered. NB: Mere reference to 'Little Hans' without additional information is not creditworthy as this is in the strap line. Examiner's Comments Those who scored well on this question provided detailed and accurate descriptions of the case study method in the context of Freud's study which included two key features of the case study method in relation to the study of Little Hans. Some candidates appeared to mis-read the question and gave descriptions of how the data was gathered, e.g. 'Freud used the case study method by not observing Little Hans himself but by asking Hans' father to observe him and send his findings to Freud.' Such responses did not answer the question.

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**Baron-Cohen et al. used the experimental method in their study of autism.** **Explain one strength of using this method in this study.** **Possible strength:** • High levels of control. • Objectivity. • Reliability. • Ability to establish cause and effect. • Scientific value. • Easy to replicate. • A quasi experiment was used so the IV did not have to be manipulated, making the study ethical. • Experiments usually gather quantitative data which is easy to analyse so similarities/differences between groups of participants can be identified. Example of a 1-mark response Baron-Cohen had good control of extraneous variables (1). Example of a 2-mark response Baron-Cohen et al. were able to reliably establish the effect (1) of the autism on an individual's theory of mind by comparing this group with others (1). Example of a 3-mark response The experimental method is objective (1) so that there was little opportunity for the researchers to interpret results (1) as performance was measured strictly through the number of correctly named emotions displayed in the Eye Task (1).	3	**3 marks** for a clear response that identifies a relevant strength of the experimental method with the implications considered in the context of the study. **2 marks** for a response that identifies a relevant strength of the experimental method linked to the study. **1 mark** for identifying a relevant strength, i.e. not contextualised to Baron-Cohen et al.'s study. **0 marks** – no creditworthy response. NB: References to a laboratory setting are not creditworthy as some participants were tested in their own homes, some tested in the researchers' clinic and some in the researchers' laboratory. Examiner's Comments There were many excellent responses here with candidates providing relevant strengths of the experimental method in the context of Baron-Cohen et al.'s study. Some candidates gave clear responses that identified a relevant strength of the experimental method but needed to contextualise their answer to the named study to gain more than 1 mark, e.g. 'One strength is that it allows for cause and effect to be objectively established.' A few candidates referred to a laboratory experiment/the study was conducted under laboratory conditions, but this study is (i) considered a quasi-experiment with a matched pairs design, (ii) was not conducted under laboratory conditions as some participants were tested in their own homes, some in the researchers' clinic and some in the researchers' laboratory.
			Total	**6**	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
14			B self-selected	1	<u>Examiner's Comments</u> Answered correctly by 67% of candidates. Incorrect choices by candidates were varied. A number of candidates were unable to give correct response to this question, potentially due to confusion over the knowledge of different sampling techniques.
			Total	1	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
15	a		**Describe the background to Gould's study into intelligence testing.** **Possible content:** • The origins of intelligence testing e.g. Binet & Simon, Stanford-Binet test • Intelligence as inherited • Efforts to test intelligence objectively • Problems of validity and reliability • Ethical implications of testing <u>Example of a 4 mark answer</u> The first generation of intelligence tests (from early 1900s) such as the Stanford-Binet and Wechsler tests were individual tests, given to one person at a time; whereas group tests are administered to several people at once.(1) A major push to the develop group testing was America's involvement in WW1. A quick and easy method of selecting over one million recruits was needed, and the result was the Army Alpha and Beta tests. This were developed by Yerkes who believed that intelligence was inherited and therefore could not be changed (due to nature). He also believed that intelligence could be measured objectively through use of scoring system (1). Gould aimed to use Yerkes tests to show the problematic nature of psychometric testing in general and the measurement of intelligence in particular (1). Gould also wanted to demonstrate how psychological theories on the inherited nature of intelligence and the prejudice of a society could significantly distort the objectivity of intelligence testing (1).	4	**3-4 marks** for a detailed and accurate description of the background to the study. **1-2 marks** for a brief or vague description of the background to the study which may contain some inaccuracies or irrelevancies. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Most candidates scored some marks for relevant knowledge of the background to Gould's study. Some marks were limited by the fact that findings were included as part of the background.

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
	b		**Explain one way in which Hancock et al.'s study into the language of psychopaths may lack validity.** **Possible ways:** • Categorisation of psychopaths may lack validity, especially as researchers used a lower score threshold than recommended • Social desirability may affect how participants responded to Psychopathy checklist • Assessing language using quantitative data may lack construct validity • Findings may lack population validity due to cultural and gender bias. <u>Example of a 1 mark answer</u> The categorisation of participants into psychopaths or not may not have been accurate. <u>Example of a 2 mark answer</u> Participants may have been aware of what the checklist was trying to measure (1) and may have exaggerated their responses to appear more deviant (1). <u>Example of a 3 mark answer</u> The findings may lack construct validity (1) as the complexity of language is mis-represented (1) but was reduced down to quantitative measures such as how many subordinates were used in speech (1).	3	**3 marks** for a response that • identifies a relevant way that the study lacks validity • clearly applies this issue to the study • considers the consequences of this issue. **2 marks** for a clear response with two of the above features or for a vague response with all three of the above features. **1 mark** for identifying a relevant issue or for some understanding of how the study may lack validity. **0 marks** – no creditworthy response. <u>Examiner's Comments</u> Nearly all candidates were able to identify a relevant issue relating to validity and, in many cases, this was explicitly named. The issue was often successfully illustrated through appropriate reference to features of the study. The third mark was earned by some candidates and it was those that were able to explain the consequence of a lack of validity on the outcomes of the study.
			Total	7	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
16			**Describe Baron-Cohen et al.'s study into autism and briefly explain how its findings relate to the article.** **Possible key features for description of study:** • Background to study • Aims and hypotheses • Design • Sample • Procedure • Materials • Key findings • Conclusions drawn **How findings relate to the article:** • The minds of people with autism do function differently from normal • There are patterns in the behaviour of people with autism – evidence for autism as a syndrome • Autism affects people's ability to socialise • Autism is not related to intelligence	7	For description of the study; **5 marks** for a detailed and accurate description which identifies most of the key features of the study but must include procedure and findings. **3-4 marks** for an accurate description which identifies most of the key features of the study. **1-2 marks** for a brief or vague description of the study which identifies some key features. **0 marks** – no creditworthy response. For application to the article; **2 marks** a relevant link which is clearly, if briefly, explained. **1 mark** for a clear link or for one which is not well explained **0 marks** – no creditworthy response. N.B. Just making a link with 'autism' alone is not creditworthy. <u>Examiner's Comments</u> Candidates generally demonstrated sound knowledge of Baron-Cohen et al.'s study with many scoring most or all of the five marks available for a description of it. Most candidates were able to make a simple link to the article – usually by explaining that children with autism may find it hard to socialise because of a lack of theory of mind. Some candidates did earn full marks by further explaining the link between the study and the article.
			Total	7	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
17	a		**From Freud's study of Little Hans: What is meant by the term Oedipus complex?** Example answer: • A subconscious sexual desire where a boy desires his mother and wants to possess her, this leads the boy to compete with his father in a hostile way but also fear castration because of the sexual desires	2	**2 marks** – An accurate and clear description of the Oedipus complex (detailing more than just one feature) Two key elements of Oedipus needed: **Love of the mother and fear / hatred of the father.** **1 mark** – Partial / vague description lacking in depth / clarity *e.g. boys sexual desire his for mother* **0 marks** – no credit worthy information Examiner's Comments Most candidates could identify the two key elements of the Oedipus Complex: a young boy's sexual desire for the mother and fear / hatred of the father. References to opposite sex and same sex parents limited some answers as they were not providing information relating to the complex belonging only to boys.
	b		**Outline one piece of evidence that supports Little Hans was experiencing the Oedipus complex.** • Little Hans' fear of horses was considered by Freud as a subconscious fear of his father (1) linked to his Oedipus complex. This is because the dark around the mouth of a horse + the blinkers resembled the moustache and glasses worn by his father (1). • Hans' daydream about giraffes was a representation of him trying to take his mother away from his father so he could have her to himself – another feature of the Oedipus complex. • Hans' fantasy about the plumber was interpreted as him now identifying / reconciling with his father – the aggressor - and passing through the Oedipus complex. • Little Hans had a fear a horse would bite him which was seen to represent his fear of castration linked to his being in the Oedipus complex • Other appropriate response	2	**2 marks** – A clear outline of one piece of evidence that suggests Hans was experiencing the Oedipus complex. **1 mark** – Partial or vague piece of evidence that is not clearly linked to the Oedipus complex **0 marks** – no creditworthy response *Candidate must link the evidence to a feature of the Oedipus complex for full marks* Examiner's Comments Many candidates could clearly outline evidence from the case study of Little Hans going through the Oedipus Complex, commonly the giraffe fantasy but partial answers failed to link the evidence to a feature of the Oedipus Complex.
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
18	a		**From Freud's study of Little Hans:** **Suggest <u>one</u> strength of studying just one individual.** **Possible answers:** Lots of in-depth, qualitative data can be gathered. This allowed Freud to: • observe a child as he progressed through the phallic stage (of psychosexual development) • test his ideas about the phallic stage (of psychosexual development • test his theory of psychosexual development • find out about Hans' fears, fantasies and phobia (and link them to his psychosexual theory / the phallic stage of psychosexual development). Other appropriate suggestions should be credited.	[2]	**2 marks –** A clear strength is identified **and** contextualised as in the examples in Answer Guidance. **1 mark –** Vague or partial answer e.g. lots of in-depth, qualitative data can be gathered i.e. <u>no contextualisation;</u> Freud was able test his ideas about the phallic stage / test his theory of psychosexual development i.e. no clear strength of studying just one individual identified. **0 marks –** No creditworthy information <u>Examiner's comments</u> Many candidates scored 1 mark here by identifying an appropriate strength of study just one individual. However, very few candidates remembered to link their identified strength to Freud's study.

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Question			Answer/Indicative content	Marks	Guidance
	b		How does Baron-Cohen et al.'s study into autism in adults, link to the key theme of understanding disorders? Possible answers: • The study suggests that, because they got the worst scores on the Eyes Task, adults with autism / AS show a cognitive impairment in relation to Theory of Mind compared to either normal adults or adults with Tourette syndrome. • Adults with autism / AS have a cognitive disorder by lacking a Theory of mind. The study showed that compared to normal adults or adults with Tourette syndrome, adults with autism / AS were unable to mind-read as they performed poorest on the Eyes task. • Comparing the ability to identify emotions between people on the autism spectrum and 'normal' people showed that those on the autism scale found this more difficult. • Other appropriate explanations should be credited.	[2]	2 marks – A clear, fully contextualised explanation of how Baron-Cohen et al.'s study links to the key theme of understanding disorders. 1 mark – Vague or partial answer e.g. adults with autism / AS show a cognitive impairment in relation to Theory of Mind / a finding from the study i.e. no real link to the key theme of understanding disorders, the study links to the theme of understanding disorders as it shows how people on the autism spectrum / people with Tourettes behave differently to 'normal' people; the study links to the key theme of understanding disorders as autism is a disorder where autistic people lack theory of mind, therefore it helps us understand why they find it hard to relate to others. i.e. no actual evidence from the study to make it properly contextualised. 0 marks - No creditworthy information. *N.B. To gain full marks the candidate must refer to at least one of the comparison groups ('normal / Tourettes).* Examiner's Comments Overall, this question was not answered well. Few candidates actually explained how Baron-Cohen et al.'s study links to the key theme of understanding disorders as they failed to acknowledge that autism is cognitive disorder / autistic adults show an impairment compared to normal adults / adults with Tourettes. Few answers were supported with clear evidence from the study.
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
19	a		**Describe how Freud's study of Little Hans links to the individual differences area of psychology.** **Possible answer:** • The individual differences area supports the view that individuals differ in their behaviour and personal qualities so not everyone can be considered the average person. In Freud's study of Little Hans his personal experiences / fantasies / dreams were documented which gave a unique insight into the development of his horse phobia. This shows that Freud et al is linked to the individual diff area as Freud was explaining the reason some individuals may experience behaviours that are not average or "normal". • Other appropriate response	3	**3 marks** – Response demonstrates **good** analysis and interpretation that is relevant to the demand of the question. Valid links are made between the study and the individual differences area that are highly skilled and shows good understanding. Good supporting evidence. **2 marks** – Response demonstrates **reasonable** analysis and interpretation that is partially relevant. Some valid links are made between the study and the individual differences area that are competent and understanding is reasonable. Attempt to provide supporting evidence. **1 mark** – Response demonstrates **limited** analysis and interpretation that is partially related to topic area. Vague or partial links are made / attempted between the study and the individual differences area but understanding is limited. Little / no supporting evidence. **0 marks –** no creditworthy response *Response needs to go beyond saying "not everyone has experienced this" in reference to ID area* *Good understanding of <u>both</u> the study and area must be shown for 3 marks* *Candidates are required to draw links between Freud's study and the* individual differences *area OR outline the* individual differences *area and draw links to Freud's study* Candidates response should "best fit" into one of the mark bands <u>Examiner's Comments</u> This question required candidates to show an understanding of both the individual differences area and the Freud study; drawing a link between the two. Most candidates got a least 1 mark for this for showing knowledge of the individual differences area e.g. "that everyone is unique" but did not give enough specific context to explain how Little Hans was unique and why this links to the individual differences area. It was apparent candidates struggled to articulate the specific elements of the "Little Hans" study

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Question			Answer/Indicative content	Marks	Guidance
					that illustrated a link to individual differences area, with many candidates focusing too much on the psychodynamic perspective. Candidates who focused on the individual differences area being able to explain abnormality / disorders were credited for basic knowledge of the individual differences area, but candidates who gave this response often gave study specific responses and found it difficult to explain the link between Freud's study of abnormality and the individual differences area.

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Question			Answer/Indicative content	Marks	Guidance
	b		In Baron Cohen et al.'s study on autism in adults three groups of participants were selected: Describe how one of these groups was recruited. One of the following: • Group 1: individuals with high-functioning autism or Asperger Syndrome were recruited from a variety of clinical sources, as well as an advert in the National Autistic Society magazine. • Group 2: 50 normal adults were drawn using random sampling from the general population of Cambridge. • Group 3: adults with Tourette Syndrome were recruited from a tertiary referral centre in London.	2	2 marks – Accurate and detailed description of how one group was recruited 1 mark – Generally accurate description of how one group was recruited but lacking detail / clarity e.g. normal adults recruited randomly 0 marks – No creditworthy response *If the sample itself is described then no marks should be awarded* *If the candidate just names a technique without linking it to a group e.g. "random sampling" then only 1 mark should be awarded* *It must be clear what group they are referring to in order to apply any marks- just saying a control group would not be clear enough* Examiner's Comments There was variability in the quality of responses provided for this question. Some candidates did not make it clear which group of participants they were referring to and could therefore not receive marks. Candidates who focused upon the "normal" group often incorrectly stated that the sample was drawn randomly from the university staff / candidates. Candidates mainly chose to describe how the "Autistic / Aspergers" sample was selected and many were able to correctly identify it was a self-selected / volunteer sample (which gained them 1 mark). Better responses also referred to the "Autistic / Aspergers" being drawn from an article in an Autistic society magazine and a variety of clinical sources but some candidates stated that this sample was only drawn from doctors telling their patients about the study which did not gain them the 2nd mark. Some candidates described the sample rather than detailing how they were selected.

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Question			Answer/Indicative content	Marks	Guidance
	c		To what extent can this group be considered a biased sample of participants? Possible answers: • The normal adults only represent normal adults from the Cambridge area, the emotional recognition abilities of people in Cambridge may not represent the abilities of people in other locations and therefore the sample is biased • The normal adults were recruited randomly from the Cambridge area and as this technique is not subject to bias the results about the emotional recognition abilities of this group should represent normal adults in an unbiased way • There were more male Tourettes sufferers than female, therefore the results about the ability of Tourettes sufferers to recognise emotions in the Eyes Task may be skewed towards male sufferers and the sample can therefore be considered biased • Although there were more male AS / HFA sufferers included than there were female, this is not necessarily biased as more males are diagnosed with AS / HFA so their performance on the eyes task would not produce a biased set of results • Other appropriate response	3	3 marks – Response demonstrates **good** evaluation that is relevant to the demand of the question. Evaluation of possible sampling bias is skilled and shows good understanding in context of the study. 2 marks – Response demonstrates **reasonable** evaluation that is partially relevant to the demand of the question. Evaluation of possible sampling bias is competent and understanding is reasonable. Attempt to contextualise is made but lacks clarity 1 mark – Response demonstrates **limited** evaluation that is somewhat related to topic area. Evaluation of possible sampling bias is not fully explained and understanding is limited. Response is not contextualised 0 marks – No creditworthy response *Candidates need to refer to the same group as they mentioned in 5b* *Candidates can argue to an extent it is or to an extent it is not but again it must be clear what group they are referring to and appropriately contextualised* *In order to access full marks the implications of the proposed bias must be considered* <u>Examiner's Comments</u> Very few candidates achieved full marks on this question. Candidates had an awareness of what bias could be apparent within the sample selection, such as there not being an equal amount of males and females in the Tourettes or Autistic / Aspergers group or that volunteer sampling may only recruit candidates who have a particular interest in taking part. Better answers were able to discuss their suggested bias, pointing out that although there was gender imbalance in the Autistic / Aspergers group, the gender bias represented the gender distribution of the disorder. However many candidates did not explain the implications of this bias, in other words, how it would impact the study / results e.g. it would make the results less

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Question			Answer/Indicative content	Marks	Guidance
					generalisable due to the limited representativeness of the sample. Some candidates did not make it clear which group they were referring to so were unable to gain more than 1 mark. Some candidates said that, because only high functioning autistic individuals were selected the results could not be generalised to all autistic sufferers, however Baron Cohen was only interested in studying those with high functioning autism and purposefully aimed to only recruit HFA sufferers so this was not an accurate description of bias.
			Total	8	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
20	a		From Freud's study of Little Hans: Explain one strength of the way data was gathered in this study. **[2]** Possible strengths; • detailed / in-depth data • rich data / insight into participant • high levels of validity 2 mark responses • e.g. Self report was often used so it allowed for lots of detail (1) to be gathered about Hans' fears, dreams, fantasies. (1) • Hans was less likely to be stressed by his father asking questions because he was familiar with him (1) so will have answered willingly. (1) • Little Hans was unaware he was being asked questions to investigate his phobia (1) so he would have answered in an unbiased way (1). 1 mark responses • e.g. Lots of detailed information was able to be gathered. • e.g. The findings represented real-life.	2	2 marks – An accurate and detailed response in context of the original study as detailed in the answer guidance. 1 mark – Partial or vague answer OR answer not linked to study. 0 marks – No creditworthy response. *Any appropriate strength of the way data was gathered can be credited but it must be fully contextualised in relation to the Freud study to gain 2 marks. Answers must make reference to the way the data was gathered (self-report, interviewing, observation, use of letters) and the context must be directly related to this e.g. a simple reference to Hans is not context enough.* *Accept reference to qualitative data being gathered as long as the candidate argues why this is a strength in context of the study.* *Accept reference to data being gathered longitudinally as long as the candidate argues why this is a strength in context of the study* Examiner's Comments Most candidates understood that the strength of the way Freud collected data related to the fact it was qualitative but some candidates failed to adequately explain why this type of data can be advantageous. Most candidates who earned a mark referred to detail or validity, but only the best responses were able to consider this in the context of the study. It was not enough to simply refer to Little Hans - candidates needed to recognise the role of his father, or what it was that was being studied in depth.

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Question			Answer/Indicative content	Marks	Guidance
	b		From the study by Baron Cohen et al on autism in adults: Describe one way the Eyes Task was checked to ensure it was a valid theory of mind test. **[2]** Ways validity was checked; • use of Happé's strange stories task • use of panel of judges 2 mark responses; • e.g. Participants had to complete the Happé's strange stories task (1) to check there was agreement between both measures (1). • e.g Concurrent validity was established by comparing results from this test (1) and Happé's strange stories task. (1) • e.g. The target and foil words used to describe the mental state behind each pair of eyes was generated by four judges (1) to ensuring the task was measuring what it claimed to measure. (1) 1 mark responses; • e.g. using Happé's stories task • e.g. judges checked target words	2	2 marks – Accurate description of how the validity of the Eyes Task was checked. 1 mark – Some accuracy but lacking detail or is a vague description. 0 marks – No creditworthy response. *Candidates do not need to mention both ways detailed in the answer guidance to gain full marks* *Accept reference to concurrent validity but not other types of validity.* *Accept references to correlation of scores.* Examiner's Comments This question was a challenge for many students. Most mistakenly referred to other tests (e.g. gender recognition tasks), or to control groups. Answers that earned marks tended to refer to Happe's strange stories task much more than the panel of 'judges'. Where the strange stories task was used, candidates were often good at explaining how it would be used to establish validity.
			Total	4	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
21	a	i	*From Baron-Cohen et al.'s study on autism in adults:* *Explain why this study is considered a quasi-experiment.* <u>Example of a 2 mark answer</u> • This study is considered a quasi-experiment because the independent variable (IV) - the type of person: adults with autism / AS, normal adults and adults with Tourette syndrome(1) – was naturally occurring so could not be manipulated by the researchers (1).	[2]	**1 mark** for knowing that quasi-experiments have naturally occurring / non-manipulated independent variables *Plus* **1 mark** for application to the study where the people with autism / AS are identified alongside at least one of the other groups i.e. people with Tourette's, 'normal' people. **0 marks** – No creditworthy information. <u>Examiner's Comments</u> Most candidates scored both marks here demonstrating sound knowledge of quasi experiments. Candidates limited to one mark either did not make explicit reference to the term independent variable in their answer, or only quoted one condition of the IV (invariably autism / Asperger's).

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Question			Answer/Indicative content	Marks	Guidance
		ii	*Outline the findings in relation to the Strange Stories task.* Examples of a 2 mark answer • The autistic / AS group made significantly more errors on the Strange Stories task (1) than the group of adults with Tourette syndrome (1). • The findings from the Short Stories task gave the findings concurrent validity (1) as the results from the task matched the outcomes from the Eyes task (1).	[2]	*For a response focused on the difference between groups;* 1 mark for knowing the direction of the difference e.g. that people with autism performed less well on the task *Plus* 1 mark for referring to another of the groups in comparison e.g. …performed less well than the people with Tourette's. *For a response focused on concurrent validity;* 1 mark for use of the term concurrent validity or for a description of the concept *Plus* 1 mark for showing the agreement was between the Eyes task and the Short Stories task. 0 marks – No creditworthy information. Examiner's comment: This question tended to be answered well or poorly. Common errors were to quote conclusions rather than findings, to only refer to one of the groups tested (normally participants with autism / Asperger's rather than two), or to quote findings from the Eyes Task. The latter was only appropriate when candidates wanted to explain how the findings demonstrated concurrent validity – although this type of response was rare.
	b		*From Freud's study of Little Hans:* *Explain why the study can be considered a longitudinal study.* Possible examples to support the idea that Freud's study was longitudinal: • Hans was studied for two years • Hans' father frequently conversed with Hans • The study recorded Hans's progress through the phallic stage / Oedipus complex • The study described the development of Hans's phobia • Other appropriate examples should be credited.	[2]	1 mark for knowledge of longitudinal studies i.e. a study takes place over a (long) period of time *Plus* 1 mark for applying this knowledge to the study through a relevant example 0 marks – No creditworthy information. Examiner's Comments Nearly all candidates could demonstrate some understanding of longitudinal studies whether explicitly through use of definition or implicitly through use of Freud's study. Full mark responses were obviously able to do both ie demonstrate knowledge and then apply

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Question			Answer/Indicative content	Marks	Guidance
			Total	6	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
22	a		*Describe how Gould's study 'A nation of morons' links to the key theme 'Measuring differences'.* Possible answers: Who – either number of people measured (1.75 million) or specific type of people (military personnel or similar). Do not simply credit reference to men or Americans here. What – intelligence or mental age How - Alpha test or Beta test or the Individual Spoken Examination Do not simply credit reference to IQ tests or similarly vague answers. Findings e.g. black men had a lower mental age than white men, European immigrants could be graded by their country of origin, the lighter the skin colour then the higher the IQ score. NB Findings must focus on groups rather than measuring differences between individuals.	[4]	1 mark for who was measured *Plus* 1 mark for what was measured *Plus* 1 mark for how it was measured *Plus* 1 mark for a finding which focus on the difference between certain groups 0 marks – No creditworthy information. <u>Examiner's Comments</u> This elicited a range of responses with most candidates able to score at least two marks – normally for referring to intelligence testing and the sample tested. However, there were a number of detailed and accurate responses that clearly addressed the demands of this question with a good focus on the idea of measuring differences.
	b	i	*From Hancock et al.'s study into the language of psychopaths:* *Identify the sampling method used.* Answer: • Self-selected or self-selecting • Volunteer sampling	[1]	1 mark – identification of the correct sampling method as given in the Answer Guidance. 0 marks – No creditworthy information e.g. opportunity sampling, random sampling, snowball sampling. <u>Examiner's Comments</u> The majority of candidates gave a correct response here although a significant minority offered opportunity sampling as the answer.

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
		ii	*Explain why participants were interviewed at the beginning of the study.* Possible answers: • To establish whether they were psychopaths or not • To explain purpose of study • To explain procedure of study • To get participants to describe their offences. <u>Examples of a 2 mark answer</u> • To establish if participants were psychopaths or not (1) so that reliable comparisons could be made between their responses (1). • To get participants to detail their crimes (1) so that they used language that could be analysed (1).	[2]	1 mark for giving a reason for interviewing the participants *Plus* 1 mark for explaining why this was necessary in this study 0 marks – No creditworthy information. *NB It is not possible to award the second mark unless the first has been awarded.* <u>Examiner's Comments</u> Most candidates could give a valid reason for the interviews but only some could go on to explain the purpose behind this as demanded by the command word.
			Total	7	