A Level Psychology
H567/02 Psychological themes through core studies
Practice paper – Set 2

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 105

FINAL

This document consists of 28 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Rubric Error Response – Optional Questions

Crossed Out Responses
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions
Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only **a list by way of a response**, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring **a more developed response**, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	**Award Mark**
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Tick
	Incorrect response
	Benefit of doubt given
	Attempts evaluation
	Context
	Evaluation
	Significant amount of material which doesn't answer the question
	Not answered question
	Unclear
	Good use of research/supporting evidence
	Development of point
	Omission mark
	Use in conjunction with other annotations to highlight text
	Use in conjunction with other annotations to highlight text
	Blank page

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

- You should ensure that you have copies of these materials.

- You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

- Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

LEVELS OF RESPONSE – LEVEL DESCRIPTORS

	A01	A02	A03
Good	Response demonstrates good relevant knowledge and understanding. Accurate and detailed description.	Response demonstrates good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.	Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.
Reasonable	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail.	Response demonstrates reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.	Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument are competent and understanding is reasonable.
Limited	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail.	Response demonstrates limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.	Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions that summarise issues and arguments.
Basic	Response demonstrates basic knowledge and understanding that is only partially relevant. Basic description with no detail.	Response demonstrates basic application of psychological knowledge and understanding. Responses will be generalised lacking focus on the question.	Response demonstrates basic analysis, interpretation and/or evaluation that is not related to the question. Basic or no valid conclusions that attempt to summarise issues. No evidence of arguments.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

1. The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

2. Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

   Highest mark: If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
   Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
   Middle mark: This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

3. Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

4. Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.

Question		Answer Guidance	Marks	Awarding Marks Guidance
1		**In Bocchiaro et al.'s study on disobedience and whistleblowing, the majority obeyed in the experimental situation. Outline one situational factor that led to high levels of obedience in this study.** Possible factors: • The presence of the authority figure telling them to write the supportive statement encouraging participants to take part in the deprivation study • They were paid to take part / given course credit increasing their sense of obligation to write the supporting statement • They believed it to be an ethical study which could have led to an agentic state and thus increasing obedience because they did not feel responsible • They had volunteered / agreed to take part which may have increased their sense of obligation to write the supporting statement as the researcher had requested • Other appropriate response	2	**2 marks** – An accurate description of one situational factor that led to high levels of obedience in Bocchiaro as detailed in answer guidance **1 mark** – Partial or vague answer that is in context of the study **OR** clear explanation not in context of the original study *e.g. because an authority figure was present* **0 marks –** No creditworthy response *Ref to authority alone is not enough to contextualise the answer* *0 marks awarded for referring to any dispositional factors e.g. faith*
2	a	**Many factors influence whether or not someone will be a good Samaritan. Briefly describe an event that prompted psychologists, such as Piliavin, to investigate factors that influence helping behaviour.** Possible answer: • The murder of Kitty Genovese, a woman stabbed to death over a period of 30 minutes in front of a reported 38 unresponsive witnesses, led psychologists to study why we do / don't help people in need • Other appropriate response	2	**2 marks** – Clear description of an event that led to research into helping behaviour / good samaritanism **1 mark** – Partial or vague description e.g. *"the murder of Kitty Genovese"* **0 marks –** No creditworthy response
	b	**Identify one factor from Piliavin et al.'s study that influenced whether or not people helped the victim.** Possible answer: • Whether the victim was ill or drunk (ill victim helped more	1	**1 mark** – one factor identified **0 marks** – no credit worthy information

		often and more quickly than the drunk victim) • The number of bystanders present (more passengers on carriage led to quicker help) • Race of the victim (the drunk condition it was mainly members of same race that helped although not significant). • Whether the model was early or late (early model elicited help significantly more than did the late model) • Gender (more first helpers were male) • The number of passengers present in the carriage (more passengers led to quicker help)		
	c	**Outline one possible reason why this factor influenced helping behaviour in Piliavin et al.'s study.** Possible answer: • This tendency toward same-race helping only in the case of the drunk victim may reflect more empathy and trust toward victims of one's own racial group. When the victim is a member of one's own group—the conditions for empathy are more favourable. • The drunk victim may be helped less because the perceived cost is greater - helping a drunk person could cause harm. The cost of not helping is less because fewer people may blame another for not helping a drunk because he is perceived as partly responsible for his own situation. • Women may help less often than men because the cost to them in terms of effort and danger may be perceived as greater and, since it may not be seen as a woman's role to offer assistance under these circumstances they helped less (Some women commenting "I wish I could help him - I'm not strong enough") • Other appropriate response	**2**	**2 mark** – An accurate and clear reason given for why the identified factor in 2b influenced helping behaviour **1 mark** – Partial or vague answer not fully explained **OR** answer not linked to study *e.g. trust our own race more* **0 marks** – no creditworthy response
	d	**Explain how Levine et al.'s study into cross cultural altruism links to the social area of psychology.** • Levine et al.'s study links to the social area as it was	**3**	**GOOD** **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 social area

		seeking to investigate (in a real-life setting) the impact of the community variables such as population size, economic well-being, cultural values and walking speed upon helping behaviour. Results found cultural differences in altruism/helping behaviour across different cultures, showing that (amongst other things), simpatia countries were more likely to act altruistically than non simpatia countries. Therefore the social values/ beliefs of the country influences how other people will behaviour in response to a person in need and whether they offer assistance. • Other appropriate response		that are highly skilled and shows good understanding **REASONABLE** **2 marks –** Response demonstrates reasonable analysis and interpretation that is partially relevant. Some valid links are made between the study and the social area that are competent and understanding is reasonable **LIMITED** **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 social area but understanding is limited **0 marks –** no creditworthy response *Candidates are required to draw links between Levine's study and the* social *area OR outline the social area and draw links to the Levine study* *Candidates should refer to situational features (hence the link to social area) of Levine's study and how they influence behaviour; in this case – helping behaviour / altruism*
3	**a**	**From Grant et al.'s study on context–dependent memory an independent measures design was used. Describe how Grant et al. used this design in his study.** Possible answer: • Participants were assigned to either the Matching condition (Study environment and test environment the same) or the Mis-Matching Condition (Study environment and test environment different) • Other appropriate response	**2**	**2 mark** – An accurate description given as to how Grant used an independent measures design **1 mark** – Partial or vague answer not contextualised *e.g. "p's were in different conditions"* **0 marks** – no credit worthy information

	b	**Explain one weakness of using an independent measures design for this study.** Possible answer: • Individual differences between participants (gender, age, personality etc.) in the matching and mismatching conditions may act as an extraneous variable and affect the memory test results (lowering the validity of Grant et al.'s results about context-dependent memory). • Other appropriate response	**2**	**2 marks** – Response demonstrates good evaluation. Weakness is identified and explained in context of Grant et al.'s study **1 mark** – Response demonstrates limited/basic evaluation. Weakness is identified but explanation lacking clarity however is in context of the study **OR** weakness is identified and explained but not in context of the study *e.g. Individual differences between participants may act as an extraneous variable and affect the test results* **0 marks** – no creditworthy response *The question requires candidates explain their response in context of the study*
4	**a**	**From Moray's study on auditory attention:** **Describe what a dichotic listening task is.** Possible answer: • In a dichotic listening task, the subject is presented with different sounds/messages to the right and the left ear simultaneously /at the same time • Other appropriate response	**2**	**2 marks –** An accurate and detailed description of what a dichotic listening task is **1 mark –** Partial or vague answer not fully described with only some understanding shown, *e.g. messages are played to both ears* **0 marks –** No creditworthy response *For full marks it must be made explicit the messages are different and played simultaneously*
	b	**Outline one way the dichotic listening task was controlled in this study.** Possible answer: • The rejected message was always played at a volume that seemed the same as the shadowed message • In all cases the loudness of each message was approximately *60* db. above the threshold of the subject • The speech rate was standardised at approximately 150	**2**	**2 marks –** Accurate way that dichotic listening task was controlled is given as detailed in the answer guidance **1 mark –** Partial / vague answer **OR** answer not linked to study *e.g. messages were always the same* **0 marks –** No creditworthy response

		words a minute. • All passages were recorded by one male speaker. • Before each experiment all p's were given four passages of prose to shadow for practice • Other appropriate response		
5		**Outline one similarity between Bandura et al.'s study on the transmission of aggression and Chaney et al.'s Funhaler study.** **Candidates may make comparisons between the following:** • Data collected • Techniques used to gather data • Reliability • Validity • Environments / controls • Samples (WHO) • Sampling technique (HOW) • Area the core study is in Possible answer: • Both Bandura and Chaney studied children (1) which means their results only apply to children of the age they studied (1). For example Bandura studied 72 children with a mean age of 52 months (1) and Chaney studied 32 children with a mean age of 3.2 years (1)	**4**	**4 marks –** An appropriate similarity is identified and elaborated and appropriate evidence is given from both of the studies as detailed in the answer guidance **3 marks –** An appropriate similarity is identified and elaborated and appropriate evidence is given from one of the studies *e.g. Both Bandura and Chaney studied children (1) which means their results only apply to children of the age they studied (1). For example Bandura studied 72 children with a mean age of 52 months (1)* **OR** an appropriate similarity is identified (not elaborated) and appropriate evidence is given from both of the studies *e.g. Both Bandura and Chaney studied children (1) For example Bandura studied 72 children with a mean age of 52 months (1) and Chaney studied 32 children with a mean age of 3.2 years (1)* **2 marks –** An appropriate similarity is identified and elaborated but no evidence is provided for either study *e.g. Both Bandura and Chaney studied children (1) which means their results only apply to children of the age they studied (1).* **OR** an appropriate similarity is identified (not elaborated) and appropriate evidence is given from one of the studies *e.g. Both Bandura and Chaney studied children (1) For example Bandura studied 72 children with a mean age of 52 months (1)* **1 mark –** An appropriate similarity is identified but is not elaborated and no evidence is provided for either study *e.g. Both Bandura and Chaney studied children (1)* **0 marks –** No creditworthy response *Elaboration means explaining the similarity in some way rather than merely identifying it, candidate will show an*

				understanding of what the similarity is / means / implies *In the example above, only by knowing the number of children / ages of the children studied can the answer be contextualised*
6	**a**	**Kohlberg's theory of moral development outlines 6 stages of moral development.** **Identify the name of stage 3.** • Good boy – good girl orientation	**1**	**1 mark** – stage identified **0 marks** – no credit worthy information
	b	**Describe the moral reasoning shown during this stage.** Possible answer: • During this stage morality is based around showing good/nice behaviour which pleases or helps others and is approved by them. Therefore the "moral" action is one that would please or impress others. • Other appropriate response	**2**	**2 marks –** An accurate and detailed description of the good boy / girl orientation stage **1 mark –** Partial or vague answer not fully described *e.g. doing what others approve* **0 marks –** No creditworthy response
	c	**From Lee et al.'s study on evaluations of lying and truth-telling: Outline the aim.** Possible answers: • To see if Chinese children compared to Canadian children would rate truth telling in pro-social situations less positively than lie telling in the same situations • To investigate the effect of culture on children's moral evaluations of lying and truth telling between Chinese and Canadian children • Other appropriate response	**2**	**2 mark** – An accurate and detailed outline of the aim of the study as detailed in the answer guidance **1 mark** – Partial or vague answer not fully outlined <u>OR</u> answer not linked to study *e.g. to study truth and lie telling* **0 marks** – no creditworthy response
7	**a**	**Outline how Sperry's study links to the biological area of psychology.** **Possible answer:** • Sperry's study links to the biological area because it is looking at the effects of hemisphere de-connection; an	**3**	**GOOD** **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 biological area that are highly skilled and shows good understanding

		alteration to a structure in the brain. Participants in the study had all had their corpus collosum – a band of nerve fibres connecting the two brain hemispheres - severed to treat their epilepsy (which was not controllable by medication). As a result of altering this part of the brain behaviour was affected. For example participants were unable to name or describe objects shown only to their left visual field as the information was only received by the right hemisphere which has no language abilities and due to the absence of a corpus collosum, the information could not be passed to the left hemisphere for processing. • Other possible response		**REASONABLE** **2 marks –** Response demonstrates reasonable analysis and interpretation that is partially relevant. Some valid links are made between the study and the biological area that are competent and understanding is reasonable **LIMITED** **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 biological area but understanding is limited **0 marks –** no creditworthy response
	b	**From Casey et al.'s study on neural correlates of delay of gratification: Outline how the study is longitudinal** Possible answer: • Participants' ability to delay gratification was tested at 4-year-olds on the original delay-of-gratification task. 40 years later experiments were conducted to investigate the ability of these individuals to refrain from responding to alluring cues to see whether delay gratification develops over time or remains consistent. • Other possible response	**2**	**2 marks –** clear outline on how Casey et al's study is longitudinal as detailed in answer guidance **1 mark -** Partial or vague answer not fully outlined <u>OR</u> answer not linked to study *e.g. because the p's were studied over a long period of time* **0 marks –** no creditworthy response
8		**Outline one way the self-report method used in this study may not reliable.** Possible ways: • Although all staff trained, there are still differences between them as individuals so PCL–R assessments may not have been carried out in the same way for all offenders • Questions open to individual interpretation • Not full standardised during interviews Possible answer: • During the interviews, participants were prompted to provide information about their offences by interviewers so	**3**	**GOOD** **3 marks** Response demonstrates good interpretation of how the self-report measure is not reliable. Good understanding of reliability is shown. Relevant evidence is given about how the self-report measure in Hancock's study is not reliable (appropriately contextualised). The link made between lack of reliability and the study is highly skilled. **REASONABLE** **2 marks** Response demonstrates reasonable interpretation of how the self-report measure is not reliable. Reasonable understanding

		not all of the same questions would have been asked in the same way to all interviewees. This could lead to an inconsistency in how the participants respond about their offences and the language they use. • Other appropriate response		of reliability is shown but lacks some clarity. Attempt to provide evidence about how the self-report measure in Hancock's study is not reliable (partially contextualised). The link made between lack of reliability and the study is competent. **LIMITED** **1 mark** Response demonstrates limited interpretation of how the self-report measure is not reliable. Limited understanding of reliability is shown and lacks clarity. Limited / no attempt to provide relevant evidence about how the self-report measure in Hancock's study is not reliable (not contextualised). The link made between lack of reliability and the study is weak. **0 marks** – no creditworthy response Referring to responses not being honest or truthful links to validity being lowered rather than reliability
9	**a**	**Outline the different positions of the determinism / free will debate.** Possible answer: • All human thought and behaviour is determined by forces outside a person's individual control. Deterministic arguments claim that we do not have much control/choice over our actions and claims they are instead controlled by factors such as our biology (Physiological) or social context (Social), or by our upbringing (Behaviourism) etc. Free will is the idea that we are able to have choice in how we act and assumes that we are free to choose our behaviour, in other words we are self-determined. • Other appropriate response	**4**	**GOOD** **4 marks –** Response demonstrates **good** knowledge of the positions within the debate. Valid conclusions that effectively summarise both positions of the debate are highly skilled and show good understanding. **REASONABLE** **3 marks –** Response demonstrates **reasonable** knowledge of the positions within the debate but may lack clarity **OR** one position is clearly outlined but not the other. Valid conclusions that effectively summarise the debate are competent and understanding is reasonable. **LIMITED** **2 marks -** Response demonstrates **limited** knowledge of the positions within the debate. Some valid conclusions that summarise the debate but

				understanding is limited / unclear. **BASIC** **1 mark -** Response demonstrates **basic** knowledge of the positions within the debate. Very few / no valid conclusions that summarise the debate and understanding is basic. **0 marks** – no creditworthy response
	b	**Outline how one core study supports the view that behaviour is determined.** Candidates may refer to the following core studies (not an exhaustive list): • Casey et al. (2011) Neural correlates of delay of gratification • Blakemore and Cooper (1970) Impact of early visual experience • Sperry (1968) Split brain study • Freud (1909) Little Hans • Baron-Cohen et al. (1997) Autism in adults • Bandura et al. (1961) Transmission of aggression • Chaney et al. (2004) Funhaler study • Milgram (1963) Obedience • Bocchiaro et al. (2012) Disobedience and whistle-blowing • Levine et al. (2001) Cross-cultural altruism • Grant et al. (1998) Context-dependent memory • Loftus and Palmer (1974) Eyewitness testimony Possible answer: • Bandura's study takes a deterministic view of behaviour because Bandura theorises the child has no real choice in whether they imitate the modelled behaviour or not, particularly in the aggressive condition. They are propelled	**4**	**GOOD 4 –** Response demonstrates good relevant knowledge and understanding of the determinism debate (A01). Response demonstrates good application of psychological knowledge and understanding. Explicit links are made to how the core study supports a deterministic viewpoint (A02). Answer is clearly supported by evidence from the core study. **REASONABLE 3 –** Response demonstrates reasonable knowledge and understanding of the determinism debate (A01). Response demonstrates reasonable application of psychological knowledge and understanding. Explicit links are made to how the core study supports a deterministic viewpoint but lacks some clarity of expression (A02). Attempt is made to support answer with evidence from the core study. **LIMITED 2 –** Response demonstrates limited knowledge and understanding of the determinism debate (A01). Response demonstrates limited application of psychological knowledge and understanding. A partial link may be made to how the study supports a deterministic viewpoint (A02). Vague attempt to support with appropriate evidence from the core study **BASIC 1 –** Response demonstrates basic knowledge and understanding of the determinism debate (A01). Response

		to imitate what they observed because of environmental circumstances/conditioning. Bandura believed the imitation of aggressive behaviour was determined by the direct observation of adult role models. Imitated physical and verbal behaviour was not seen to be within the children's direct control. • Other appropriate response		demonstrates basic application of psychological knowledge and understanding (A02). Very few / no links made to how the study supports a deterministic viewpoint and basic / no appropriate evidence from the core study **0 marks –** No creditworthy response *Candidates must have knowledge of both their chosen core study and the determinism debate to gain full marks*
	c	**Outline how one core study supports the view that behaviour is influenced by free will.** Candidates may refer to the following core studies (not an exhaustive list): • Casey et al. (2011) Neural correlates of delay of gratification • Maguire et al. (2000) Taxi drivers • Kohlberg (1968) Stages of moral development • Lee et al. (1997) Evaluations of lying and truth-telling • Moray (1959) Auditory attention • Simons and Chabris (1999) Visual inattention • Piliavin et al. (1969) Subway Samaritan • Milgram (1963) Obedience • Bocchiaro et al. (2012) Disobedience and whistle-blowing • Levine et al. (2001) Cross-cultural altruism **Possible answer:** • Milgram's study suggests that behaviour observed may be influenced by free will as the situation the p's were placed into at Yale university remained consistent but not all p's obeyed past 300v; 35% were disobedient by not following the orders to continue, suggesting that something other than the social situation was determining their behaviour as some exercised their free will to stop. • Other appropriate response	**4**	**GOOD 4 –** Response demonstrates good relevant knowledge and understanding of the free will debate (A01). Response demonstrates good application of psychological knowledge and understanding. Explicit links are made to how the core study supports a free will viewpoint (A02). Answer is clearly supported by evidence from the core study. **REASONABLE 3 –** Response demonstrates reasonable knowledge and understanding of the free will debate (A01). Response demonstrates reasonable application of psychological knowledge and understanding. Explicit links are made to how the core study supports a free will viewpoint but lacks some clarity of expression (A02). Attempt is made to support answer with evidence from the core study. **LIMITED 2 –** Response demonstrates limited knowledge and understanding of the free will debate (A01). Response demonstrates limited application of psychological knowledge and understanding. A partial link may be made to how the study supports a free will viewpoint (A02). Vague attempt to support with appropriate evidence from the core study

				BASIC 1 – Response demonstrates basic knowledge and understanding of the free will debate (A01). Response demonstrates basic application of psychological knowledge and understanding (A02). Very few / no links made to how the study supports a free will viewpoint and basic / no appropriate evidence from the core study **0 marks –** No creditworthy response *Candidates must have knowledge of both their chosen core study and the* free will *debate to gain full marks*
	d	**Discuss the extent to which deterministic explanations of behaviour are useful. Use examples from appropriate core studies to support your answer.** Possible reasons they are useful: • Possible interventions/treatments due to predictability • Future predictions can be made because a cause is known i.e. if we know our behaviour is determined by our upbringing (behaviourist) then we can predict that all future behaviour will also be determined/caused by this • Scientific approach has value • We may think we are acting freely but are not and are merely unaware of the forces governing our behaviour • Easy to support with studies of mental illness i.e. how they can be treated effectively with drugs (physiological) and/or cognitive behavioural therapy (cognitive/behaviourist). The fact that these methods can treat the mental illness effectively supports that the behaviour was determined by that force in the first place. Possible reasons they are less useful: • A consequence of this is that determinists believe that we are mainly passive responders to factors	**15**	**GOOD** **12-15 marks –** Response demonstrates **good** evaluation/discussion that is relevant to the demand of the question. Evaluation/argument is **coherently** presented with **clear** understanding of the points raised (they are all identified AND explained). A **range** (*at least 3*) discussion points are considered (positive and negative) and discussed in detail in relation to usefulness. Valid conclusions that effectively summarise issues and argument is highly skilled and discussion is clearly apparent. The evaluation points are **supported** by relevant and appropriate evidence. The answer is explicitly and consistently related to the context of the question (usefulness) **REASONABLE** **8-11 marks –** Response demonstrates **reasonable** evaluation/discussion that is mainly relevant to the demand of the question. Evaluation/argument is **organised** with **reasonable** understanding of the points raised but lacks development. A **range** of evaluation points are considered (positive and negative) and discussed but lacks some clarity of expression. Valid conclusions that effectively summarise

		beyond our control • Responsibility removed from individuals if we say they are NOT governed by free will, this particularly influences criminal behaviour patterns. • Evidence shows we do not always act involuntary and have some control over our behaviour • Can never lead to complete prediction – sometimes people behave in a way that cannot be predicted/explained which suggests free will may have a part to play		issues and argument are reasonable and discussion is clearly attempted. The evaluation points are **mostly** supported by relevant and appropriate evidence. The answer is often related to the context of the question (usefulness). **LIMITED** **4 – 7 marks –** Response demonstrates **limited** evaluation that is **sometimes** relevant to the demand of the question. Evaluation/argument lacks clear structure/organisation and has **limited** understanding of the points raised (limited explanation of identified points). Limited range evaluation points considered. Some valid conclusions that summarise issues and arguments but a discussion is only sometimes apparent. The evaluation points are **occasionally** supported by relevant and appropriate evidence The answer is sometimes related to the context of the question (usefulness). **BASIC** **1 – 3 marks –** Response demonstrates **basic** evaluation that is **rarely** relevant to the demand of the question. Evaluation/argument lacks structure/organisation and has **basic** understanding of the points raised (identified points are seldom explained). Very limited range of evaluation points considered and a discussion is rarely/not apparent. The evaluation points are **not** supported by relevant and/or appropriate evidence The answer is rarely/not related to the context of the question (usefulness). **0 marks –** No creditworthy response *Discuss to what extent means the candidate must draw on ways that deterministic explanations can be considered useful and ways it may not and support points with relevant evidence from appropriate core studies throughout the*

				response *If no supporting evidence is given then the answer should be capped at 3*
	e	**Compare the ethnocentrism of the social area to the cognitive area. Use examples from appropriate <u>core studies</u> to support your answer.** Example comparison point: • Ethnocentrism may be defined as a tendency to view groups or cultures from the perspective of one's own. The social area could be seen as less ethnocentric than the cognitive area because the social area sometimes studies more culturally varied samples of participants to draw conclusions from, compared to the cognitive area which often studies samples of participants from the same / similar culture. For example, participants in Levine et al.'s study were individuals in large cities in 23 countries. This means they were able to draw conclusions about helping behaviour cross culturally rather than just studying a sample from one culture as previous research has done. However in Loftus and Palmer's study from the cognitive area they only studied a sample of 45 Students from an American university to draw conclusions about the influence of leading questions on memory therefore the social area may draw less culturally biased conclusions from their research. • Other appropriate response	**8**	**Per point of comparison** **4 marks –** Similarity / difference between areas is identified (1) Discussed/elaborated (1) **And** supported by relevant evidence from two appropriate supporting core studies (1+1) **3 marks –** Similarity / difference between areas is identified (1) Not discussed/elaborated **But** supported by relevant evidence from two appropriate supporting core studies – one from each perspective (1+1) **OR** Similarity / difference between areas is identified (1) Discussed/elaborated (1) **And** supported by relevant evidence from one appropriate core study (1) **2 marks –** Similarity / difference between areas is identified (1) Not discussed/elaborated **But** supported by relevant evidence from one appropriate core study (1) **OR** Similarity / difference between areas is identified (1) Discussed/elaborated (1) **But** not supported by any relevant evidence from appropriate core studies **1 mark –** Similarity / difference is identified (1) **0 marks –** No creditworthy response

				As the question asks students to use evidence from appropriate core studies, only those addressed on the specification should be credited *Responses that identify **AND/OR** discuss comparison points between <u>research</u> rather than the areas should <u>not</u> be credited. The research should be used to support the point being made between the areas.* *As the question says compare, candidates can give 2 similarities, 2 differences or a similarity and a difference* *The evidence given to support must clearly support the point being made to be credited*
10	**a**	**Identify one psychological issue raised by the above article. Support your answer with evidence from the article.** Possible issues: • Phobia is a learnt behaviour • Learnt through classical conditioning • Learnt through operant conditioning • Cognitive distortions could be causing the phobia • Rob is not seeking help for his phobia which could be reinforcing it over time • Other appropriate response Possible answer: • One psychological issue raised is that Rob's phobia of beans may be a learnt behaviour. When he was younger his brothers threw beans at him which Rob was clearly distressed by. This could have led to him associating beans with an uncomfortable feeling of distress and panic after which the presence of beans would trigger the same negative emotions. Over time this association has been strengthened by Rob avoiding contact with beans which has further reinforced his phobia. • Other appropriate response	**4**	**GOOD** **4 marks – Good** knowledge and understanding of a psychological issue that is clearly expressed (2 A01 marks). **Good** application of knowledge and understanding to identify an appropriate issue and supporting evidence from the source is explicit (2 A02 marks) **REASONABLE** **3 marks – Reasonable** knowledge and understanding of a psychological issue that is expressed but lacks some clarity (A01 marks). **Reasonable** (partially explicit) application of knowledge and understanding to identify an appropriate issue and attempt to provide evidence from the source (A02 marks) **LIMITED** **2 marks – Limited** knowledge and understanding of a psychological issue that is poorly expressed (A01 marks). **Limited** application of knowledge and understanding to identify an issue with limited attempt to support with evidence from the source (A02 marks). **BASIC** **2 mark – Basic** knowledge and understanding of a psychological issue that is unclear

				Basic application of knowledge and understanding to identify an issue with no attempt to support with evidence from the source **0 marks –** No creditworthy response
	b	**Briefly outline one piece of psychological research and explain how it could relate to the issue you have identified.** Possible answer: • Little Albert was a 9-month-old infant who was tested on his reactions to various stimuli by Watson and Rayner (1920). Little Albert was shown a white rat, a rabbit, a monkey and various masks. Albert's reaction was described as "on the whole stolid and unemotional" and initially he showed no fear to any of these stimuli. The experimenters then took a hammer and struck it against a steel bar behind his head. The sudden loud noise would startle him and cause little Albert to burst into tears. When Little Albert was just over 11 months old the white rat was presented and seconds later the hammer was struck against the steel bar. This was done 7 times over the next 7 weeks and each time Little Albert burst into tears. By now little Albert only had to see the rat and he immediately showed every sign of fear. He would cry (whether or not the hammer was hit against the steel bar) and he would attempt to crawl away. (6) This links to the issue I identified because it shows how a phobia can be learnt through association. For example Rob associated beans with distress and upset when he was young but prior to this event Rob does not report showing a fear response to beans just like Little Albert did not show a fear response to the rat prior to associating it with the loud noise. (2) • Other appropriate response	**8**	**GOOD** **7 – 8 marks Good** knowledge and understanding of a study which is coherently outlined. (A01) **Good** application of knowledge and understanding to explain how the chosen study relates to the source (A02) **REASONABLE** **5 – 6 marks Reasonable** knowledge and understanding of a study but lacks some detail **Reasonable** application of knowledge and understanding to explain how the chosen study relates to the source but lacks clarity **LIMITED** **3 – 4 marks Limited** knowledge and understanding of a study that lacks detail/specific knowledge **Limited** application of knowledge and understanding to explain how the chosen study relates to the source **BASIC** **1 – 2 marks Basic** knowledge and understanding of a study that lacks detail/specific knowledge. A few vague sentences may be given. **Basic / No** application of knowledge and understanding to explain how the chosen study relates to the source **0 marks –** No creditworthy response *If there is no link to the source made then the response must be capped at 6* *Not all details need to be included in the study outline to access the top band. Candidates will likely refer to the aim, sample (who), procedure (what) and findings/results* *A good summary of the chosen study is needed that clearly*

				demonstrates the key aspects/essential features of the chosen study *The study outlined does not have to be a core study as the question does not require this*
	c	**Explain how one area or perspective could explain Rob's phobia of baked beans.** Possible answer: • Psychodynamic psychologists believe that phobias are caused by repressed fears related to a critical period of development - our childhood. Phobias stem from fearful thoughts or memories that are too painful to acknowledge consciously so the true fear is repressed into the unconscious mind but these repressed thoughts are expressed in other ways, normally attached to a fear of something else less traumatic than the memory. In Rob's case, some form of emotional trauma in childhood happened, which was then repressed into his unconscious mind. This repressed thought is expressing itself as a phobia of baked beans but the true fear is actually linked to something else, possibly an unresolved fear of his father linked to not fully resolving his Oedipus complex between the ages of 3-6. • Other appropriate response	**5**	**GOOD** **5 marks** **Good** knowledge and understanding of how an area or perspective could explain a phobia with **good** use of appropriate terminology (3 AO1 marks) **Good** application of knowledge to the source material with explicit links drawn between the generic theory and Rob's phobia of baked beans (2 AO2 marks) **REASONABLE** **3-4 marks** **Reasonable** knowledge and understanding of how an area or perspective could explain a phobia but lacks some clarity, with **reasonable** use of appropriate terminology **Reasonable** application of knowledge to the source material with an attempt to draw links between the generic theory and Rob's phobia of baked beans **LIMITED** **1-2 marks** **Limited** knowledge and understanding of how an area or perspective could explain a phobia which is poorly expressed, with **limited** use of appropriate terminology **Limited** application of knowledge to the source material with very few / no attempts made to draw to draw links between the generic theory and Rob's phobia of baked beans **0 marks –** No creditworthy response
	d	**Use your psychological knowledge to suggest how Rob could manage his phobia.** Possible ways: • Cognitive behavioural therapy / thought challenging	**8**	**GOOD** **7 – 8 marks** **Good** application of psychological knowledge and good understanding of an way/s that could be used with **good** use of psychological terminology

		• Flooding • Systematic desensitisation • Identifying with the aggressor • Talking therapy • Rewards/Punishments • Classical /Operant conditioning • Practical techniques that could be followed to create behaviour change • Other appropriate way Possible answer: • Flooding involves forced, prolonged exposure to the actual stimulus that provokes the phobic response. This would involve filling a room full of tins of baked beans and forcing Rob to sit in the room alone for a prolonged period of time, say 6 hours. Rob will have no choice but to stay in the room and confront his fears and when the panic subsides he will realise he has come to no harm and that beans should not really be feared. • Other appropriate response		The suggested way/s is/are ***accurate and several details*** have been included about how it/they could be implemented and developed to help Rob manage his phobia One way may be considered in depth (depth) or two ways may be considered that still shows good knowledge, understanding and implementation and best fits this band (breadth) **REASONABLE** **5 - 6 marks** **Reasonable** application of psychological knowledge and **reasonable** understanding of way/s that could be used with **reasonable** use of psychological terminology The suggested way/s is/are ***reasonably accurate and a few details*** have been included about how it/they could be implemented and developed to help Rob manage his phobia One way is considered but lacks depth / clarity of expression **OR** more than one way is considered but one/both could be developed further **LIMITED** **3 - 4 marks** **Limited** application of psychological knowledge and **limited** understanding of way/s that could be used. The suggested way/s ***contain limited detail or evidence of psychological knowledge*** e.g. one or two brief sentences. **Limited** reference made to how it/they could be implemented and lacks clear reference to how it would help Rob manage his phobia **BASIC** **1 - 2 marks** **Basic** application of psychological knowledge and **limited** understanding of way/s that could be used. The suggested way/s ***contain basic detail or evidence of psychological knowledge*** e.g. one or two brief sentences. No reference made to how it/they could be implemented and **basic**/no

				reference to how it would help Rob manage his phobia **0 marks –** No creditworthy response *Answers may take the form of a bulleted list or other relevant staged answer but it should be clear **how** the* way *could be implemented* *One way may be considered in depth or two ways considered covering breadth but the answer should be placed into the band it best fits with*
	e	**Discuss problems with the suggestion you made in 10(d).** Possible problems: • Commitment • Ethical Issues • Appropriateness • Effectiveness • Reductionist • Nurture over nature • External events • Individual differences One possible point: • The suggested technique of using flooding to help Rob manage his phobia could be seen as unethical. Exposing Rob to his phobia in an environment he cannot escape from does not allow him the right to withdraw. Although this is unethical and could potentially cause stress to force exposure, it would also be inappropriate to allow Rob to withdraw and escape his phobia as it would render the treatment ineffective. It would be reinforcing the phobic response to allow Rob to feel rewarded by escaping the room filled with beans. • Another problem that could occur would be Rob's commitment to making a change. Rob may not be willing to engage fully with the treatment and may be resistant	**10**	**GOOD** **7 - 10 marks** Response demonstrates **good** discussion that is relevant to the demand of the question. Evaluation/argument is **coherently** presented with **clear** understanding of the points raised. A **range** (two or more) of appropriate discussion points are considered. The discussion points are in **context** and **supported** by relevant evidence of the description given in 10d / the source material **REASONABLE** **4 – 6 marks** Response demonstrates **reasonable** discussion that is **mainly** relevant to the demand of the question. Evaluation/argument is **mainly** coherently presented with **reasonable** understanding of the points raised. A **range** (two or more) of appropriate discussion points are considered. The evaluation points are **mainly** in context and supported by relevant evidence of the description given in 10d / the source material **LIMITED** **1 – 3 marks** Response demonstrates **limited** discussion that is **sometimes** relevant to the demand of the question. Evaluation/argument lacks clear structure/organisation and

		to its effects which could render it ineffective. Furthermore, because it involves intense exposure, flooding only works at managing a phobic response in some people so it may also be that due to individual differences the technique does not enable Rob to manage his phobia. • Other appropriate response		has **limited** understanding of the points raised. The discussion points are **occasionally** in context and supported by relevant evidence of the description given in 10d / the source material **0 marks** – No creditworthy response *Answers must be contextualised throughout to access the top band* *A clear understanding of discussion issues must be shown to gain access to the top band*