

## **A LEVEL**

*Exemplar Candidate Work*

# **PSYCHOLOGY**

**H567**

For first teaching in 2015

## **H567/02 Summer 2018 examination series**

Version 1

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# Introduction

These exemplar answers have been chosen from the summer 2018 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification <http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf> for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2018 Examiners' report or Report to Centres available from Interchange <https://interchange.ocr.org.uk/Home.mvc/Index>

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2019. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information <http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/>).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.

## Question 1(a)(i)

1 (a) From Baron-Cohen et al.'s study on autism in adults:

(i) Explain why this study is considered a quasi-experiment.

[2]

### Exemplar 1

2 marks

Because the IV was naturally occurring which was whether the participants had an autism/Asperger's syndrome, Tourette's syndrome or whether the participants were 'normal'. [2]

### Examiner commentary

The candidate demonstrates a clear understanding of the nature of quasi-experiments and accurately identifies the independent variable from the study.

### Exemplar 2

1 mark

This study is considered a quasi experiment as there is no manipulation of the IV. The IV is naturally occurring (autism). [2]

### Examiner commentary

The candidate shows a clear understanding of the nature of quasi-experiments but does not apply this adequately enough to the study i.e. only one condition referred to.

### Exemplar 3

0 marks

Because there was no independent variable within the experiment. [2]

### Examiner commentary

There is no creditworthy information as the candidate shows an incorrect understanding of the nature of quasi-experiments.

## Question 1(a)(ii)

1 (a) From Baron-Cohen et al.'s study on autism in adults:

(ii) Outline the findings in relation to the Strange Stories task.

[2]

### Exemplar 1

2 marks

People with autism scored 14.7 and people with Touretts scored 20.3 and 'normal people' scored 20.4. [2]

### Examiner commentary

1 mark for the direction of the difference i.e. knowing the participants with autism did significantly worse, and 1 mark for the comparison with the control group/participants with Tourettes.

### Exemplar 2

1 mark

~~Baron-Cohen~~ The Strange Stories task found that people with autism ~~were~~ had an impaired theory of mind as they were <sup>less</sup> not able to infer meaning about concepts such as white lies [2]  
 in comparison to people who did not have an  
 from Freud's study of Little Hans: impaired theory of mind.

### Examiner commentary

A mark for understanding the comparison between groups but overall the response focuses on a conclusion rather than a finding more specifically.

### Exemplar 3

0 marks

Participants with autism did significantly worse (14.7) than the tourettes group or the control group (individuals with no mental illness). [2]

### Examiner commentary

No credit as these findings do not relate to the Strange Stories task.

## Question 1(b)

(b) From Freud's study of Little Hans:

Explain why the study can be considered a longitudinal study.

[2]

### Exemplar 1

2 marks

Because Freud collected data about Little Hans from the age of 3 to the age of 5, hence the study was over a period of 2 years, therefore making it longitudinal because it was conducted over a long period of time. [2]

### Examiner commentary

The candidate makes a clear statement to demonstrate knowledge of longitudinal studies and precedes this with accurate information from the study to illustrate the method.

### Exemplar 2

1 mark

This is because Hans was studied from the age of 3 to 5 therefore it was conducted over the space of a few years (2). [2]

### Examiner commentary

The candidate identifies relevant information from the study to illustrate the methodology but does not demonstrate explicit knowledge of longitudinal studies.

### Exemplar 3

1 mark

This study can be considered as longitudinal because Freud studied Little Hans over a long period of time to gain results of his behaviours and phobias and anxiety. It was able to be longitudinal because of Little Hans's father being able to observe behaviour for Freud. [2]

### Examiner commentary

There is evidence that the candidate understands what a longitudinal study is but this is not applied well enough to the study in question.

## Question 2(a)

- 2 (a) Describe how Gould's study 'A nation of morons' links to the key theme 'Measuring differences'. [4]

### Exemplar 1

3 marks

Gould's study links to the key theme of measuring differences because it aimed to measure the mental age of 1.75 million army recruits from the USA. Therefore it was measuring the differences between these participants in regards to their intelligence by using intelligence testing methods such as the army alpha test and the army beta test. This links to the key theme of measuring differences because this key theme looks at each person individually and aims to measure differences between them for example in intelligence.

### Examiner commentary

1 mark for who was measured, 1 mark for what was measured and 1 mark for how it was measured but no obvious findings offered.

### Exemplar 2

2 marks

Gould's study is an article written on a study conducted by Yerkes. In this research, differences in intelligence are measured. The sample of 1.75 million men were given tests of intelligence of varying degrees and were thus categorised. This study therefore fits into the theme of 'measuring differences' by administering tests of intelligence to measure the way in which intelligence varies between individuals.

### Examiner commentary

2 marks – credit given for what was measured and who was measured.

## Exemplar 3

**1 mark**

Gould's study consisted of different types of men from different race ethnic backgrounds and classes. It links to the theme of 'measuring differences' because it focused on the IQ of the men, and everyone's IQ is different.

### Examiner commentary

The only clear mark is for what was being measured – IQ.



## Question 2(b)(i)

(b) From Hancock et al.'s study into the language of psychopaths:

(i) Identify the sampling method used.

[1]

### Exemplar 1

1 mark

self-selecting  
..... [1]

### Examiner commentary

1 mark for a correct answer which is clearly focused on the demands of the question.

### Exemplar 2

0 marks

The sample used opportunity sampling as researchers  
simply interviewed participants from one facility willing to take  
part. [1]

### Examiner commentary

No marks given as stated the incorrect sampling technique.

### Exemplar 3

0 marks

52 participants used were all murderers  
and prisoners  
were used and were all in prison. From [1]  
this 38 non-psychopaths and 14 psychopaths were used as an  
opportunity sample.

### Examiner commentary

No marks credited as this response does not answer the question.

## Question 2(b)(ii)

(b) From Hancock et al.'s study into the language of psychopaths:

(ii) Explain why participants were interviewed at the beginning of the study.

[2]

### Exemplar 1

2 marks

In order to determine whether or not they were psychopathic through the use of the PCL-R. It could be located within the development as it investigates the significant process of learning behaviours which occurs in childhood.

### Examiner commentary

1 mark for the use of the PCL-R and a second mark for explaining its purpose.

### Exemplar 2

1 mark

participants were interviewed at the beginning of the study to see whether they were actually psychopaths or not. [2]

### Examiner commentary

The candidate offers a reason for the interview but does not explain why this data was collected so limited to 1 mark.

### Exemplar 3

0 marks

so they could see determining on the intelligence of the individual which category criteria they would fit in to undertake the examinations. [2]

### Examiner commentary

Not a valid answer.

## Question 3

- 3 Explain why Bandura et al.'s study on the transmission of aggression can be placed in the developmental area. [3]

### Exemplar 1

3 marks

Bandura's study looks at how children (72 participants) can be influenced in their behaviour by witnessing a model. The study can be placed in the developmental area because this area looks at how individuals grow and change over time which can be demonstrated by social learning theory in [3]

Bandura's study whereby the participants who observed the aggressive model also demonstrated and imitated the aggressive behaviour by hitting the Bobo doll with the mallet and kicking it. Therefore demonstrating that behaviour can be developed and changed by the influence of a model.

### Examiner commentary

1 mark for demonstrating knowledge and understanding of the developmental area, 1 mark for relevant reference to a finding from Bandura's study, and 1 mark for making the link between the area and Bandura's study.

### Exemplar 2

2 marks

Bandura's study investigated <sup>whether</sup> ~~how~~ <sup>children</sup> ~~children~~ at the standard <sup>University</sup> ~~University~~ <sup>King</sup> ~~King~~ nursery school imitated aggressive behaviour displayed by children <sup>when</sup> ~~when~~ observing <sup>an</sup> ~~an~~ adult model displaying aggressive behaviour. This shows it is part of the developmental area as it is demonstrating how children can be easily influenced by adults and show behaviour they have learned from adults. For example, hitting the Bobo doll but they wouldn't normally display.

children develop  
↓  
copy + imitate aggression

## Examiner commentary

1 mark for relevant reference to a finding from Bandura's study, and 1 mark for making the link between the area and Bandura's study. No explicit understanding of the developmental area demonstrated however.

### Exemplar 3

1 mark

Bandura's study is developmental as it shows how children can learn to be aggressive by watching and copying people's actions. Its classed as developmental as the children are being shown to have developed aggressive behaviour from what they have experienced in the study.

## Examiner commentary

1 mark for a vague link between study and area. No explicit knowledge of the study's findings nor of the area itself is demonstrated here.

## Question 4

4 From Blakemore and Cooper's study into the impact of early visual experience:

Briefly describe how the visual environment in which the kittens were reared was manipulated. [2]

### Exemplar 1

2 marks

whether the kittens were placed in vertical or horizontal striped boxes.

[2]

### Examiner commentary

This response was given the benefit of the doubt but ideally should have been clearer.

### Exemplar 2

2 marks

They were placed in a cylindrical container with a glass base, illuminated from beneath. The walls or wall which extended around the container was covered in black and white stripes, of varying thickness. These stripes were either placed horizontal or vertical, and ~~these~~ this difference became the variable which was manipulated. All the kittens had cones around their necks in order to prevent them from seeing their limbs.

[2]

### Examiner commentary

This response does offer both conditions of the IV but also offers lots of unnecessary detail given the command word in the question.

### Exemplar 3

2 marks

The kittens were placed in a cylinder which was manipulated by either having black and white vertical stripes or black and white horizontal stripes. And the kittens wore a band around their necks to prevent them from seeing themselves.

[2]

### Examiner commentary

A well focused response offering both conditions of the IV.

## Question 5(a)

5 (a) From the study by Loftus and Palmer on eyewitness testimony:

Outline **two** ways in which the procedure was standardised.

[4]

### Exemplar 1

4 marks

Firstly, Loftus and Palmer showed the same video clip of a car crash to all of the <sup>45</sup> participants in the 5 conditions. They showed a 7 second video clip of a 2 car collision. Secondly, Loftus and Palmer asked all of the participants the same critical set of questions with the exception of the critical question which were the verbs used. Changed each time. [4]  
For example, 'crashed, bumped, collided, contacted and hit'.

### Examiner commentary

Two clear marks for identifying two ways in which the study used standardisation, including an understanding of the process of standardisation.

### Exemplar 2

3 marks

One way the procedure was standardised was the 7 <sup>short</sup> clips of accidents. Each clip was shown these clips for the same amount of time. Another way was the verb used. The verbs hit, collided, bumped, contacted and smashed were used. [4]

### Examiner commentary

Two ways are identified in the first part of the response so the final offering does not have to be assessed – in this case, it benefits the candidate as it is a wrong answer. 1 mark is credited for the first way as it is relevant but the word 'standardised' is used as part of the answer rather than being interpreted. The second way, however, is credited 2 marks as now the process of standardisation is signified through use of the words 'each' and 'same'.

## Exemplar 3

**0 marks**

One way the procedure was standardised was through the process of the stages. This standardisation enabled Logbs and Palmer to clearly establish cause and effect within the study.

[4]

### Examiner commentary

There were no marks credited for this response as it does not answer the question.

## Question 5(b)

- (b) To what extent does Grant et al.'s contemporary study into context-dependent memory change our understanding of the key theme of 'Memory'? Support your answer with examples from both Loftus and Palmer's and Grant et al.'s studies. [5]

### Exemplar 1

3 marks

Grant et al's study provides an understanding that memory can be distorted if the environment where recall happens is different to that of when the ~~the~~ information was first processed (Noisy / quiet condition). Loftus and Palmer showed us that memory can also be changed or distorted by what kind of words are used when describing the incident (crash, hit, smash, contacted, collided). Overall, it changed our understanding because it allows us to see that memory can be changed / manipulated. [5]

### Examiner commentary

This middle band response is brief and makes reference to the extent of change (as in the studies are similar rather than different) and uses both studies to reasonable effect to show this.

### Exemplar 2

3 marks

Grant's research ~~demonstrates~~ on memory demonstrated the extent to which it can be context-dependent. Grant found that recall and recognition tasks ~~are best~~ have best performance when the learning and testing conditions are matching in terms of noise level. It contributes to the theme of memory alongside the research by Loftus and Palmer by demonstrating the way in which memory is malleable and not always accurate and is heavily influenced by external stimuli i.e. ~~Grant~~ whether conditions are matching or ~~flaw~~ in the form of leading questions. [5]



## Examiner commentary

This middle band response makes an effective and reasonably convincing argument about the extent of change but only applies this to the Grant et al's study in detail.

### Exemplar 3

1 mark

Grant's study ~~challenges~~ our understanding as rather than support previous research showing silent conditions meant better recall. He demonstrated how noise of silence makes no difference to ~~man~~ recall in a test only that the ~~conditions~~ ~~study~~ ~~studied~~ in were matching i.e. noise ~~and~~ encoding in acatetemic and ~~re~~ recall. Loftus and Palmer also challenged our understanding of memory by showing how eye witness testimonies aren't as reliable as "might have originally been thought" as memory can respond to response bias or even be distorted as findings showed those who heard smashed ~~opposed~~ to hit for example remember broken glass which was ~~not~~ <sup>never present</sup>. [5]

## Examiner commentary

A change is implied through the description of Grant et al's study but this limits the response to the bottom band. The reference to Loftus & Palmer's study is irrelevant and it is not used to draw any comparison.

## Question 6(a)

6 (a) From Moray's study into auditory attention:

Describe the research method used in Experiment 2.

[3]

### Exemplar 1

3 marks

A laboratory experiment was used with an independent measures design whereby the IV was whether the instructions contained the participants' names or not and whereby the DV was the number of accurate instructions with the participants' names. [3]

### Examiner commentary

Marks for the location of experiment, experimental design and IV.

### Exemplar 2

2 marks

~~Research~~ Experiment 2 was conducted under controlled laboratory conditions which were highly standardised and which fulfilled the scientific criteria. The design was an independent measures design as each ~~person~~ <sup>person</sup> heard each tape only once. [3]

### Examiner commentary

1 mark for the location of the experiment and 1 mark for the experimental design.

### Exemplar 3

1 mark

Participants had to repeat what was in their attended ear while in their unattended ear, there was a story of light fiction being played. In the unattended ear, they received instructions to 'Stop now' or 'Name you may stop now'. [3]

## Examiner commentary

1 mark for the independent variable.

## Question 6(b)

(b) From Simon and Chabris's study into visual attention:

Outline the 'gorilla condition'.

[3]

### Exemplar 1

3 marks

The 'gorilla condition' consisted of a woman dressed in a costume walking across the teams in the video ~~either~~ in an opaque or transparent setting. Groups consisted of two teams of three either black or white coloured t-shirt teams ranging from a hard condition (Cuenca) or an easy condition (beverage passes). The 'gorilla' was smaller than the other umbrella condition and did not interact <sup>with participants</sup>. [3]

### Examiner commentary

A clear and accurate response which includes the use of teams, the appearance of the gorilla, and the fact that it did not interact with the players.

### Exemplar 2

2 marks

whilst the participants were playing basketball, an individual wearing a gorilla suit walked across where the participants were playing. The type of conditioning which was used was the opaque condition. [3]

### Examiner commentary

1 mark for reference to basketball being played and 1 mark for the appearance of the 'gorilla'.

### Exemplar 3

2 marks

While people were playing a game of basketball, a black gorilla\* (either opaque or transparent) would walk from the right of the screen to the left of the screen, while participants either focused on black t-shirted players or white t-shirted players. [3]  
\* a man or woman in a gorilla costume

## Examiner commentary

Marks for playing basketball (although vague), for the gorilla crossing screen (although it was left to right) and for the idea of teams (although word not used). As all three features are weak then it is appropriate to cap at 2 marks.

## Question 7

- 7 Outline **one** difference between Milgram's study of obedience and Bocchiaro et al.'s study into disobedience and whistleblowing. [2]

### Exemplar 1

2 marks

In Milgram's study, the harmful act ~~was done~~ (i.e. applying electric shocks) was <sup>seemingly</sup> done to a stranger while in Bocchiaro's study, the intention was to harm someone familiar to the participants (i.e. the people named at the beginning of the study). [2]

### Examiner commentary

A clear and relevant difference is evident that refers to both Milgram's and Bocchiaro et al.'s studies.

### Exemplar 2

1 mark

~~One~~ One difference is that Milgram's study looked at destructive obedience which is obeying orders that bring harm while Bocchiaro study had no harm. [2]

### Examiner commentary

1 mark as the difference is implied by one study but not clear in the other.

### Exemplar 3

0 marks

One difference between Milgram's study and Bocchiaro's study is that Milgram was testing the participants ability to be obedient towards the experimenter and Bocchiaro was measuring the level of disobedience and whether they whistleblow or not. [2]

### Examiner commentary

No credit as the difference is given in the question.

## Question 8(a)

8 (a) Describe the concept of freewill.

[2]

### Exemplar 1

2 marks

Freewill is the idea that individuals  
choose how they think and act and that  
nothing is pre-determined.

[2]

### Examiner commentary

2 marks for a developed description which goes beyond a simple definition.

### Exemplar 2

2 marks

Free will is the idea that we are <sup>are in control</sup> ~~able to control~~  
of our own behaviour and that there is no way  
for behaviour to be predicted as it is solely in  
the hands of the ~~conscious~~ individual.

[2]

### Examiner commentary

2 marks for a developed description which goes beyond a simple definition.

### Exemplar 3

1 mark

The concept of freewill is that individuals  
have a choice. They choose to behave a  
certain way.

[2]

### Examiner commentary

A partial answer which gives a simple definition of the concept.

## Question 8(b)

(b) Explain how Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined. [3]

### Exemplar 1

2 marks

Lee's research suggests that behaviour can be determined by the culture in which we are raised. In his research, he concludes that children of and individuals in different countries will demonstrate different attitudes to lying and truth-telling, and so culture can determine this behaviour. [3]

### Examiner commentary

1 mark for the study's findings and 1 mark for linking this to the concept of determinism. Determinism is not defined for the 3rd mark.

### Exemplar 2

1 mark

Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined as it states that moral development is pre-disposed <sup>by cultural context.</sup> The study looked at Chinese and Canadian children's moral development and found that they all rated negatively on lying in antisocial situations. However, these Chinese children rated positively on lying in antisocial situations. [3]

### Examiner commentary

1 mark for making a link between determinism and the study. No findings offered and determinism not defined.



## Exemplar 3

**0 marks**

because it suggests that behaviour is influenced by factors and not down to the individual themselves.

**[3]**

### Examiner commentary

The candidate attempts to define determinism but the answer lacks clarity.

## Question 8(c)

- (c) Suggest why research in the individual differences area is often considered socially sensitive. Support your answer with examples from relevant core studies. [5]

### Exemplar 1

5 marks

Socially sensitive research is when elements of research may cause discomfort to the participants themselves or can cause implications for the target population being looked at such as discrimination. As the individual differences area is looking measuring differences in behaviour in individuals such as Baron Cohen seeing how autism ~~to~~ have less theory of mind compared to non-autistic people, then it can result in these autistic people being treated differently. Furthermore, [5]

Frank Heward looked at how psychologists use different language such as more passive tense verbs like 'strapped' over non-psychopaths. This shows is socially sensitive as it could cause people who use his type of psychopathic language to be discriminated against or mis-diagnosed as an actual psychopath.

### Examiner commentary

The response demonstrates good knowledge and understanding in relation to the demands of the question. The answer includes knowledge of the individual differences area, understanding of the concept of socially sensitive research and how it links to the area. This is supported by evidence from two relevant core studies – Baron-Cohen and Hancock et al.

### Exemplar 2

3 marks

Research in the individual differences area is often considered socially sensitive because it looks at unique characteristics of an individual. This area of research suggests that unique characteristics are the cause of abnormal behaviours. For example, Baron-Cohen suggested that lack of advanced

Theory of Mind is the cause of Autism. This can be considered socially sensitive as it can lead to labelling. Another study would be Yerkes' study on intelligence. This [5]

study tested the intelligence of 1.75 million army men and the results caused America to stop immigration as well as increased racism.

## Examiner commentary

First mark for knowledge of the individual differences area. Second mark for link to socially sensitive research. 1 mark for use of Yerkes' study however there is not enough use of the Baron-Cohen study for credit. Socially sensitive research is not defined either.

## Exemplar 3

1 mark

Research within the individual differences area is often considered socially sensitive because the research is measuring disorders or abnormal behaviour. Measuring these issues can have an effect on the individuals themselves or others around them. For example, studying 'the language of psychopaths' can be argued as socially sensitive because the participants are murderers and their crime can be upsetting and distressing to others around them as well as the victims. This is shown in Hancock's study. This shows how the research can affect others mentally/emotionally or raise debates. This is considered socially sensitive. [5]

## Examiner commentary

One mark (just) for knowledge of the area but thereafter the focus is on unethical research rather than socially sensitive research so no further credit.

## Question 8(d)

(d) Describe **two** weaknesses of the individual differences area. Support your answer with examples from relevant core studies. [4]

### Exemplar 1

4 marks

One weakness is that the sample sizes are often very small. For example, Freud only looked at one child Little Hans when investigating phobias in children. Another weakness is that the researcher often creates divisions between groups. For example, Gould's review of Yerkes found that black ~~people~~ <sup>soldiers</sup> were considered to be less <sup>intelligent</sup> ~~intelligent~~ than white soldiers, which could lead to discrimination. [4]

### Examiner commentary

Both weaknesses are creditworthy and illustrated appropriately through use of a different study in each case.

### Exemplar 2

2 marks

One weakness is that since the area focuses on the ways in which people differ, the samples are often quite small. An extreme example of this is Freud's research, a case study which focuses on one individual; Little Hans. Another weakness is that research within this area has substantial potential to be put to negative use. A significant example of this is Gould's study. This research shows us that the research conducted by Yerkes was used to assign ~~poor~~ military roles (meaning that those scoring lowest were assigned ranks such as 'ordinary private') and that the results from this research led to an increase in stereotyping towards European immigrants and black Americans, which contributed to and supported the Immigration Act which enforced stricter restrictions on immigration. [4]

## Examiner commentary

The first weakness is not creditworthy because of the way it is stated i.e. more description than evaluation. Stating the sample is small is not the same as suggesting it is too small/unrepresentative etc. The effort to apply is not evaluative either otherwise it could have 'saved' the response. The second weakness is credited. The weakness is 'put to negative use' and this is well explained in the context of Yerkes's study.

### Exemplar 3

0 marks

The individual differences area looks at each individual separately and the factors that contribute towards who they are. A weakness of the area would be that it is reductionist. A core study to demonstrate this is Freud's study on little Hans' Oedipus complex. Freud claims every behaviour that Hans has down to the psychosexual stages of development and the [4]

Oedipus complex such as when Hans wants to drown his little sister. Freud believes that this is because his sister is stopping him from being able to get with his mother. However it could just be that ~~Freud~~ <sup>Hans</sup> ~~was~~ jealous of his sister because his mother is spending more time on her than on her because she's a baby, not because Hans will achieve any sexual desire from his mother.

Another weakness of the individual differences area would be that lots of the data obtained is quantitative and hence lacks detail. Baron Cohen's study into theory of mind only collected quantitative data via the stories on the eyes test hence demonstrating that adults with autism have a lack of theory of mind, however,

Baron Cohen fails to obtain qualitative data which would have explained what the adults with autism found difficult and why they found it difficult, this would have explained the data and given a reason behind the results.

## Examiner commentary

Neither weakness is valid in this case and so the response is not creditworthy.

## Question 8(e)

- (e) Compare the individual differences area with the behaviourist perspective. Support your answer with examples from relevant core studies. [6]

### Exemplar 1

5 marks

The individual differences area of psychology looks at each individual separately and factors that contribute towards who they are. The behaviourist perspective looks at the behaviour of individuals and relates this to the nature/nurture debate. It could be said that both are different because the research in the individual differences (ID) area tends to use the case study method whereas research within the behaviourist perspective uses laboratory experiments which are more replicable. Freud's study in the ID area uses a case study method to analyse little Hans. [6]

behaviour whereby he obtains information and accounts from Hans father in order to analyse his behaviour. whereas Bandura's study is the behaviourist perspective on the transmission of aggression uses a laboratory experiment whereby the IV were the type of model, the sex of the model and the sex of the participant. The DV was amount of imitated aggressive behaviour. As a result the ID area and behaviourist perspective are different because research within the behaviourist perspective can be highly replicable due to the high level of control whereas research within the ID area (Freud) cannot be replicated because it uses a case study method.

Although it can also be said that the ID area and behaviourist perspective are similar because they're both reductionist and reduce behaviour down to the simplest explanations and tends to ignore other into account. For example

Born (one) study on theory of mind in the 1990s reduced theory of mind down to the fact that <sup>the</sup> adults have autism, whereas he fails to take other things into account such

as perhaps their previous experiences that could also be why that they think about theory of mind.

Similarly, within the behaviourist perspective, Bandura reached the conclusion that the 72 children imitated the model's aggression because of the social learning theory whereby behaviour can be influenced by the effect of a role model. However, perhaps the high levels of aggression were actually due to the fact that the children watch lots of violent TV or even porn (if) because they were placed in a strange room with a complete stranger to feel as though they need to copy him.

## Examiner commentary

1 mark for the comparison (methods) and the expansion into replicability (another mark). The use of Freud is worth 1 mark but the use of Bandura is more developed so is credited 2 further marks.

## Exemplar 2

3 marks

The individual differences are different from the behaviourist perspective as it doesn't believe that all behaviour is learned. For example, ~~Band~~ Baron-Cohen's research on people with autism suggests that there is something inherently different in these people which causes their ~~perhaps~~ behaviour; perhaps a difference in genes or brain structure. On the other hand, the behaviourist perspective believes that all behaviour is learned and that children are born ~~with~~ tabula rasa. An example of a study which supports this is Bandura's study which shows the way in which children

learn behaviour through imitation (the social learning theory).

↳ Also Freud's research is located within the psychodynamic perspective as he believed that Hans was affected by innate drives and subconscious desires which had developed in an unconscious way.

## Examiner commentary

1 mark for identifying a difference – that behaviourism focuses on learning only and the individual differences focuses on both nature & nurture. 1 mark for what reads like an elaboration of this difference - genes vs tabula rasa. Ignore the reference to studies around this as they are not used effectively. The 3rd mark is for appropriate use of the Freud study covered at the end.

## Exemplar 3

0 marks

One similarity between individual differences area and the behaviourist perspective is that they can be argued that they both use case studies. They both use one type of sample throughout the research. For example, Bandura used children for his research on aggression; 4 year old children were matched according to their aggression levels. In Freud's study, 5 year old Little Hans was used for the research.

One difference <sup>between the</sup> ~~is in their~~ individual differences area and the behaviourist [6]

perspective is that explanation of behaviour. The individual differences area argues that behaviour is caused by the unique characteristics of an individual. The behaviourist perspective argues that behaviour is learnt. ~~So~~ For example, Hancock's study showed how psychopaths have a different way of speaking than others. Bandura's study showed how behaviour is learnt through observing and imitating role models.



## Examiner commentary

No credit as the first comparison is not valid. The second attempt at comparison does make a valid distinction - however these ideas are not comparable. Since the distinctions are not creditworthy, the use of evidence becomes redundant and cannot be credited marks either.

## Question 8(f)

(f) Explain why Chaney et al.'s Funhaler study can be considered useful.

[3]

### Exemplar 1

3 marks

Chaney et al's Funhaler study can be considered useful because of knowledge dimension. It showed that children will comply and adhere to the correct tidal breaths through positive reinforcement. Chaney et al concluded that the Funhaler device can [3]  
potentially reduce hospital admissions due to asthma attacks.

### Examiner commentary

The 'knowledge dimension' is suitably broad to accommodate most examples of usefulness earning 1 mark. Further marks are for the findings (1) and the link to usefulness (1).

### Exemplar 2

2 marks

It's useful as it provides applications such as an increase in young asthmatics taking their medication at the right amount and on time reducing admittance to hospitals or doctors with asthma related problems. This is useful as it means children can get the right medication as a result of observational learning and reduce unnecessary problems. [3]

### Examiner commentary

1 mark for idea of usefulness (applications) and 1 for how this links to the study but no use of findings.

### Exemplar 3

1 mark

It is considered useful because it shows that compliance is difficult for children and that certain instruments (such as the Funhaler) will decrease children with asthma (and other disorders) from being hospitalised.

## Examiner commentary

1 mark for link to healthcare. However the findings have not been stated clearly enough for further credit.

## Question 8(g)

(g)\* Discuss ethical considerations in relation to the social area. Support your answer with examples from relevant core studies.

[12]

### Exemplar 1

9 marks

The core study by Milgram on destructive obedience in the social area has ethical issues because participants were deceived several times during the study including about the nature of the study (as they were told that it was a learning experiment), the nature of the success of the participants persuaded them to be dangerous when in fact they weren't and also the name of the teacher and was put in place by a friend to help. As a result Milgram fails to respect his participants because he deceived them. Although it could be argued that sometimes a psychological research is necessary because otherwise the participants would not do the aim of the study and would begin to demonstrate demand characteristics which would reduce validity. And with regard to Milgram he did debrief and he had his participants therefore it is highly unlikely that the participants will have suffered any long term damage. Also the Bocchiaro study where the social area on obedience, disobedience and whistle blowing broke ethical principles with

[12]

regards to protection of participants because the participants had to provide names of their friends prior to the study being read to them which would have made them feel distressed socially they may have felt like they're entering their friends for an experiment on

having approval. Also the participants were told to use the ~~was~~ words "exciting, idiosyncratic and amazing" when they write their letters. This also may have made the participants feel distressed because they are being told to do something that is unnatural and they feel like they need to be obedient because of the words by the authority figure.

The core study by Milgram also had issues with its ethical considerations because the participants who were obtained never gave informed consent and were never debriefed before leaving the room because they didn't know they were in an experiment. Although perhaps this isn't a big issue because the data obtained by Milgram was anonymous, hence informed consent wasn't necessary, some may argue.

## Examiner commentary

A range of ethical considerations are covered and mostly well applied to relevant studies. There are also a number of examples of good evaluation. This is a high ability response but it does not qualify for the top band as it is too study led and also does not consider the social area in general. It qualifies for a mark at the top of Band 3 as all necessary criteria are met.

## Exemplar 2

5 marks

examples from [relevant core studies.]  
 Milgram → harm/deception  
 Levine → no harm  
 Rosenthal → consent

~~One ethical consideration would be whether~~  
 The social area <sup>can be</sup> ~~should be~~ considered both ethical and unethical as some studies had ethical consideration

One ethical consideration would be whether participants ~~to~~ are harmed or not. In ethical research, the participants should leave as they came. This means not harming them physically or psychologically. Milgram's study didn't take harm into consideration as pps were psychologically harmed. Pps were sweating and stressed as they were told to carry on with the study.

The social area also disregards ethical consideration such as deception. The researchers tend to lie to pps about the study and not even get consent. For example, Piliavin's study on helping behaviours in emergency situation. The pps in the subway had no idea they were in an experiment therefore they had not given consent.

On the other hand, the social area <sup>does</sup> consider ethics. Some studies do gain consent from pps even though it may not be informed consent. For example, Bechiarro study on obedience disobedience and whistleblowing asked for pps consent even though the pps were not informed about what the study was about.

In conclusion, the social area does not put ethics in much consideration when conducting research.

## Examiner commentary

There is no evaluation or analysis so the response cannot score beyond Band 2 (Limited). On assessing the description it is strong on coverage of ethical considerations but its use of evidence is limited and vague.

## Exemplar 3

3 marks

The social area is a area with the assumptions, of one for example, being that those around us influence the way we act and behave in particular situations as such.

Ethical considerations is meant by 'rules' which are put in place which psychologists must follow. An example of a ethical consideration guideline can be, the right to withdraw, be debrief or

even giving consent before taking part in a experiment.

An example from a relevant core study, with relation links to the social area, was the study conducted by Milgram which was the study of obeying to an authority figure. In this study, ethical considerations were broken, for example ~~some~~ harming the participants. As the participants were encouraged to continue with the experiment by receiving prods from the researchers as the participants refused to continue - the prods encouraged them continue and participants were showing symptoms of stress such as nervous laughing, trembling and sweating - this which was then causing harm to the participants, 3 participants were taken out of the study due to receiving seizures [12]

## Examiner commentary

The response demonstrates a basic knowledge and understanding of ethical considerations through a brief reference to some. There is one example of use evidence but no attempt at interpretation, analysis or evaluation.

## Question 9(a)

- 9 (a) Identify **two** psychological issues raised by the article above. Support your answer with evidence from the article. [6]

### Exemplar 1

6 marks

One psychological issue raised is the social issue of responses to people in need. In this article, the ~~next~~ Mexican athlete ~~also~~ demonstrates a need to be helped, and the Brazilian ~~runner~~ sacrifices his own potential success for the benefit of another. ~~He could be~~ This could arguably exemplify ~~both~~ altruism, and shows a potential response ~~to~~ to people in need, while the American's ~~regretful~~ decision to not help provides another. Another psychological issue raised by the article is the social issue of responses to people in authority. The American [6] athlete claimed that he was 'only obeying orders'. This demonstrates the social impact of our behaviours of orders, which come from someone who we perceive to be authoritative.

### Examiner commentary

Both are well developed points with a clear focus on the candidate's learning from psychology. Each point identifies a clear theme, applies it effectively to the article, and then explains the point further.

### Exemplar 2

4 marks

One issue is that the Brazilian gave up his chance of winning the race ~~and~~ ~~at~~ ~~the~~ ~~end~~ ~~of~~ ~~the~~ ~~race~~ in order to help someone. For example, 'Brazilian athlete was helped over the finishing line by... Brazilian runner... he had given up his chance of winning.' This shows that the runner values helping behaviour over achievement.



A second issue is that another <sup>American</sup> ~~value~~ <sup>idea</sup> is 'value of helping' and that <sup>he</sup> ~~he~~ <sup>no said he</sup> should ~~unusually~~ <sup>try to</sup> ~~be~~ <sup>regardless of his moral beliefs</sup>. This ~~now~~ <sup>is</sup> in another culture helping behaviour ~~is~~ <sup>is</sup> ~~valued~~ <sup>valued</sup> as highly as winning. [6]

### Examiner commentary

The issues come after the examples from the article rather than before so these are credited first - 1 mark for value of helping and 1 mark for cultural differences. Then back-credit the links to the article for a further 2 marks (one for each issue) Neither issue is elaborated so no further marks credited.

### Exemplar 3

0 marks

TWO psychological issues would be ~~that~~ <sup>that</sup> ~~is~~ <sup>is</sup> ~~behaviour~~ <sup>behaviour</sup> ~~learned~~ <sup>learned</sup> (nature) or pre-determined (nature) because different people do different things in different situations e.g. the ~~Dr. Williams~~ <sup>Dr. Williams</sup> helped the ~~army~~ <sup>army</sup> whereas the "America now didn't help."

[6]

### Examiner commentary

Only one issue raised – the nature/nurture debate – and there is no evidence that this is relevant to the article.

## Question 9(b)

(b) Briefly consider the individual/situational debate in relation to the article above. Support your answer with evidence from the article.

[5]

### Exemplar 1

4 marks

The individual/situational debate considered whether behaviour is a result of genes, upbringing and personality or whether it is the result of the external situation around a person, such as other people. This article demonstrates both sides of the debate: individual because everyone chose to do for themselves based on their own thoughts. The American man said he didn't help because "the Mexican should have done more training", hence demonstrating an individual approach by answering [5]

his own moral reasoning. Also a situational approach was also demonstrated because the American athlete's coach "told him that he should try to win all races" therefore he was affected by the situation because he was obeying his coach's orders.

### Examiner commentary

Both sides of the debate outlined clearly enough for 1 mark each, and then each side is applied effectively enough to the article to earn an additional 2 marks.

### Exemplar 2

3 marks

answer with evidence from the article. The individual debate claims that we have autonomy and control over our decisions. This study supports the individual debate as it demonstrates two different decisions made by two different individuals, placed in the same situation. One man chose to help the Mexican while another man chose to ignore him. Their own individual backgrounds and beliefs caused them to come to very different conclusions about what they should do. However, the situational debate is also

demonstrated here. The situational debate [5]

suggests that our behaviour is determined by the situation in which we find ourselves, and we therefore have minimal control over our actions. This article shows the situational debate ~~is~~ in the differences in the American and Brazilian athlete's behaviour. The Brazilian's actions were situationally determined as he was brought up in a country where he was always encouraged to be friendly, helpful and agreeable. By contrast, the American was placed under situational pressure by his coach who told him that he should always try to win all races. In this sense, the situational debate is also exemplified in this article.

### Examiner commentary

1 mark for applying the individual side of the debate to the article. 1 mark (just) for showing some knowledge of the individual side of the debate. 1 mark for applying the situational side of the debate to article. Knowledge of situational side of the debate not demonstrated and the debate has not been applied in general.

### Exemplar 3

1 mark

The situational element could relate to not knowing how you would behave unless you were actually in the race due to factors such as winning affecting your moral beliefs and behaviour carried out.

Individual can be whether your moral beliefs <sup>and learnt behaviour</sup> ~~is~~ override the situation you are in.

[5]

### Examiner commentary

1 mark (benefit of the doubt) given for an attempt to outline the individual side of the debate at the end of the response.

## Question 9(c)

- (c) Outline Piliavin et al.'s 'Subway Samaritan' study and describe ways in which it could relate to the article. Support your answer with evidence from the article. [8]

### Exemplar 1

5 marks

Piliavin's 'Subway Samaritan' consisted of 4 researchers, two acting as responders and one made as the 'ill' or 'drunk' who passed and one as the model who would intervene after 20 or 180 seconds. The ~~ill or drunk person~~ four variables were tested which were the responsibility for the person being in that situation operationalised as ill or drunk, their race - black or white - the size of the group on the train and the intervention of the model. Piliavin found people were likely to help the 'ill' person more than the drunk and if help happened fast it was more likely others will. This relates to the article as it shows ~~shows~~ someone who is ill or 'hurt' began to take it's toll more likely to receive help. However as the American saw the Mexican's 'illness' as his 'own fault' this may have been why he didn't help as like the 'drunk' condition less help help pieces demonstrated when it appeared as though it was the person's own <sup>responsibility</sup>. [8]

### Examiner commentary

1 mark for an outline of the set up. 1 mark for the finding about speed of helping. Another mark for the finding relating to IV of ill/drunken. This finding can then be linked to the article - indeed, this application is developed enough to earn 2 marks. Overall, the response shows reasonable knowledge and understanding of the named study but lacks some detail as only one link is made to the article.

### Exemplar 2

4 marks

Piliavin et al's study aimed to investigate bystander effect, whether pps would help or not in an emergency situation. The study had confederates who acted as a victim (drunk, ill with a cane). The victim would then collapse to see who would help. If no help, the ~~pp~~ <sup>victim</sup> would get up after a few steps. Results showed that the ill victim received

more help than the drunk victim. Piliavin concluded that by using Cost Reward Matrix, the pps saw the cost of helping a drunk victim as more than the ill victim. This relates to the study as the American runner saw that the reward of not helping (winning the race) was higher than the cost of helping (losing). [8]

## Examiner commentary

The study is outlined well enough for both marks. The conclusion is linked to the article (for 1 mark), and the article used appropriately (for another 1 mark). The study is outlined but not used very effectively to make links to the article.

## Exemplar 3

2 marks

Piliavin's study was conducted as a longitudinal field experiment. A group of actors would board the same subway line, and after a short time, one would pretend to faint. The independent variable was manipulated by using a black or white actor, and using one who appeared drunk and one who appeared ill. The researcher wanted to investigate helping behaviour, and analyse which conditions received more (faster help) and what qualities (e.g. gender) could be determined about those who helped. This article correlates to Piliavin's research as it also demonstrates helping behaviour, recognising that some people will be more willing to help. [8]

## Examiner commentary

1 mark for outline of the procedure (but no findings so no second mark for outline). One link to the article for another mark.

## Question 9(d)

(d) Using your psychological knowledge, suggest **two** ways in which positive helping behaviours may be encouraged in athletes from countries such as America. [8]

### Exemplar 1

6 marks

One way to encourage ~~the~~ helping behaviour is by rewarding such behaviours when they occur. This can be done by offering a separate medal or award for sportsmanship, therefore, giving these behaviours recognition. This would teach athletes to demonstrate more helping behaviour through positive reinforcement (which is part of operant conditioning) through the use of rewards. Another way to encourage such behaviour is through punishments (also a technique used in operant conditioning). This could be done by verbally pointing out and identifying individuals who do not help. The fear of using a model. This is an example of the social learning theory. If a model (such as Usain Bolt) demonstrates this behaviour, acting as a model, then it is possible that ~~others~~ others will replicate this behaviour through attention, retention, reproduction and motivation. [8]

### Examiner commentary

The first way suggested earns 4 marks as it shows good psychological content and is well applied. The second way is less effective - the technique is briefly described and then there is some application (to Usain Bolt) and a psychological explanation. However, 7 marks would put this response in the top band which it does not qualify for as it is difficult to judge the feasibility without more detail. The response is instead limited to 6 marks and sits at the top of second band.

### Exemplar 2

4 marks

One way helping behaviour can be encouraged is if a legitimate authority figure

encourages people to be helpful. In this case, the coach of the American runner should encourage the runner to not disregard his moral beliefs, but rather that winning is not everything.

Another way to encourage positive helping behaviour is by giving those who help a reward. By doing this, positive reinforcement is given and so will encourage runners, that even if they do not win but rather help someone else, they will be rewarded for it.

[8]

### Examiner commentary

This response is credited a mark in Band 2 (Limited) as there is little indication of how the suggested strategies would be implemented or work, even though they are valid.

### Exemplar 3

1 mark

one way in which positive helping behavior can be encouraged in athletes is that for example an athlete has to do a good deed for example charity work in order to participate in future races.

### Examiner commentary

The response shows a basic knowledge of how positive helping behaviours may be encouraged, and only offers one way of doing this.

## Question 9(e)

(e)\* Evaluate the suggestions you made in 9(d) using issues and debates you have learned about in psychology. [8]

### Exemplar 1

5 marks

~~It must raise ethical~~ In relation to the situational/individual debate it goes against the cultural values taught in American athletes from their peers and society. Having learned to become and having learned the morals of their own culture it may be difficult for them see positive aspects and take on the values of other cultures which may differ from their own. In relation to the free will/determinism debate it may be seen to restrict free will. Although behaviour is only encouraged it does mean restricts the American athletes free will as surely it is up to the individual how and what behaviours they should adopt. ~~to~~ Ethical considerations like consent may also be an issue here as if those behaviours or types of learning behaviours are displayed in training athletes they may not get a fair choice as to whether they will accept them. [8]

### Examiner commentary

The suggestions have been evaluated in general which is an acceptable approach. A range of issues/debates have been considered, if not always in depth. Evaluation is mainly coherently presented with reasonable understanding of the points raised. Understanding, expression and use of psychological terminology are reasonable.

### Exemplar 2

4 marks

One main issue with these techniques relates to free will; actively making changes to learn individuals to behave more helpfully is effectively a relearning behaviour. ~~that~~ Enforcing these techniques can ~~lead~~ undermine the debate of free will in an attempt to programme all individuals to



behave identically. There is also a risk that the helping behaviours seen in response to these techniques will purely be an attempt to gain rewards, and therefore not genuine.

It is also reductionist ~~as it is~~ as a technique, as it doesn't consider all the possible reasons behind helping behaviour. For example, it is possible that an athlete needs to win the race ~~as a result of his current~~ [8] financial state, and so factors like these will not be considered, and so people who don't help will be afraid as a result of the stigma.

**END OF QUESTION PAPER**  
This also raises issues of ethics as it can make people who don't help feel like bad people and have lowered self-esteem.

## Examiner commentary

The candidate is clearly evaluating the use of rewards for the majority of the response even though they have not stated this explicitly. The final evaluation point could apply to both reward and modelling (their suggested techniques in 9d) so both suggestions have been evaluated as required by the demands of the question. The points are brief and/or clumsily made so the response is limited to Band 2.

## Exemplar 3

3 marks

It could be argued that using negative reinforcement to encourage positive helping behaviour would be effective because it would make the individual feel the impact of what would happen if positive helping behaviours weren't demonstrated. This links to the free will/determinism debate because the athlete would essentially demonstrate positive behaviour by free will because they have learnt that it's the most moral thing to do. However, perhaps using negative reinforcement wouldn't work effectively because with regards to the nature vs nurture debate, each individual is made up of different components of genes and therefore we cannot control their behaviour or adapt it (named by

using negative reinforcement because using this  
method would affect each individual differently. [8]

## Examiner commentary

This response matches the descriptor for the Limited Band. It is more than loosely linked to the demands of the question and makes some effort to bring in relevant debates/issues.



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