

Candidate Marks Report

Series : 6 2018

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	H567
Candidate No :	Component Code :	02
Candidate Name :		

Total Marks : 67 / 105

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Paper:	H567/02
Paper	67 / 105
Total:	
Question	Total / Max Mark Mark
1ai	2 / 2
1aii	1 / 2
1b	1 / 2
2a	2 / 4
2bi	1 / 1
2bii	2 / 2
3	1 / 3
4	2 / 2
5a	2 / 4
5b	3 / 5
6a	2 / 3
6b	3 / 3
7	2 / 2
8a	2 / 2
8b	2 / 3
8c	4 / 5
8d	2 / 4
8e	3 / 6
8f	2 / 3
8g	7 / 12
9a	6 / 6
9b	3 / 5
9c	2 / 8
9d	6 / 8
9e	4 / 8

SECTION A – Core studies

Answer all the questions.

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

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

Because the independent variable was whether the participants were autistic/had Asperger's syndrome, were 'normal', or had Tourette's. This could not have been manipulated by the experimenter. [2]

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

Baron-Cohen. The Strange Stories task found that people with autism were had an impaired theory of mind as they were less able to infer meaning about concepts such as white lies in comparison to people who did not have an impaired theory of mind. [2]

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

Explain why the study can be considered a longitudinal study.

Because Freud's psychoanalysis of Hans lasted for the course of 2 months, collecting data reports from Hans's father weekly. This is a longitudinal study as it observed Hans's behaviour over a period of time rather than at one single moment in time, describing how his behaviour changed and developed. [2]

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

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 categorized. 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. [4]



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

(i) Identify the sampling method used.

Volunteer sampling.

[1]

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

In order to determine whether or not they were psychopathic through the use of the PCL-R.

[2]

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

Bandura's study can be located within this area as it focuses on the concept of the social learning theory, which believes that ~~bad~~ behaviour is learned through imitation, retention, replication and motivation. This process of learning is critical in children, and so this study [3]

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.

They were placed in a cylindrical container with a glass base, illuminated from beneath. The walls on a 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 ~~this~~ 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]



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

All saw the same video
same questionnaires

* Outline two ways in which the procedure was standardised.

In the study by Loftus and Palmer, the procedure was highly standardised, for example in using a standardised set of video tapes which were the same for each participant.

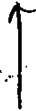
Moreover, the questionnaires given to participants were standardised, as they all consisted of the same questions. Moreover, this means that the equipment was standardised. [4]

tells us it is context-dependent.

(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.

Grant's research on memory demonstrated the extent to which it can be context-dependent. Grant found that recall and recognition tasks have best performance when the learning and testing conditions are matching intens 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. noise whether conditions are matching or false in the form of leading questions. [5]





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

Describe the research method used in Experiment 2:

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 heard each tape only once. [3]

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

Outline the 'gorilla condition'.

A woman dressed in a costume of a gorilla appeared on the screen for 5 seconds as she crossed the area where the teams were playing basketball. This happened in both the transparent and opaque version, and in both the easy and the hard version. [3]

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

In Milgram's study, the harmful act (i.e. applying electric shocks) was ^{seemingly} 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]



SECTION B – Areas, perspectives and debates

Answer all the questions:

- 8 (a) Describe the concept of freewill.

Free will is the idea that we are ^{have} in 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]

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

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

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

Research in this area is often considered to be socially sensitive as it focuses on the ways in which people differ from each other. In doing this, the potential for research to be socially sensitive is enhanced as it is based on the ways in which people can be considered 'abnormal'. For example, Baron-Cohen investigated the extent to which people who have high-functioning autism or Asperger's syndrome have an impaired theory of mind. This can be considered socially sensitive as it focuses on one of the significant ways in which these people

FRIEND
MANCOCK



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

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

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

The individual differences area differs from the behaviourist perspective as it doesn't believe that all behaviour is learned. For example, Baron-Cohen's research on people with autism suggests that there is something innately 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 a ~~tabula~~

~~tabula~~ - 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



DECEPTION

→ All

INFORMED CONSENT

→ No

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

CONFIDENTIAL
→ No Milgram
Yes others.

Chaney's study can be considered useful as it ~~promoted~~ supported the behaviourist concept of operant conditioning through positive reinforcement by reinforcing health behaviour, ~~which~~ resulting in increased adherence to the asthma medication. [3]

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

*

There are a number of ethical issues which can arise from the social area. A significant issue is of deception. In an attempt to observe natural responses to a social stimulus, it appears that deception is necessary. For example, in ~~the~~ ~~study~~ ~~on~~ ~~whistle-blowing~~ ~~the~~ ~~part~~ ~~a~~ ~~part~~ ~~where~~ ~~deceived~~ ~~into~~ ~~believing~~ / Pillianin's study, participants were deceived into believing that the man falling on the subway was genuinely falling, whether for reasons of drunk ~~ness~~ or illness. However, it is arguable that this is necessary in observing real behaviour. In using deception, it becomes clear that another ethical issue within the social area is a lack of informed consent. Consent can be provided normally in a laboratory experiment but the deception of the participant as to the true nature of the study means that this consent will ~~not~~ be informed. For example,



Milgram's research was advertised as a study on memory and learning when in reality it was a study investigating the extent to which an individual will obey a figure of perceived authority despite being asked to behave immorally to an innocent ~~person~~ [12]. This shows how informed consent can not ~~be properly~~ be properly gained as participants are not fully aware of what they are providing consent for.

~~Other points~~

Issues of ethics arise in psychology in relation to confidentiality. Most studies have been either conservative in omitting any details which would make participants recognizable, however, Milgram included certain details which would make it possible to recognize people e.g. by mentioning how three people had seizures. A lack of confidentiality can lead to psychological harm as people may feel guilty for not helping and therefore wish to not be recognized.

Turn over for the next question

There were also issues about the right to withdraw. All participants in Milgram's study were unaware of the very studies they were denied the right to withdraw. Participants were also coerced from withdrawing through the use of peds.



SECTION C – Practical applications

Answer all the questions.

Brazilian athlete gives up chance of winning to help struggling Mexican cross the finishing line

^{HELPING BEHAVIOURS}
A dazed and struggling Mexican athlete was helped over the finishing line by a top-class Brazilian runner at the end of a marathon race in Brazil yesterday.

The Mexican runner was just in the lead as competitors headed into the final kilometre but then the heat began to take its toll and he started to weave across the course. The Brazilian runner, who was not far behind in second-place, caught up, put his arm around the struggling Mexican and all but carried him along the final few hundred metres so he could cross the finishing line. An American runner did not stop to help but overtook them to win the race.

When asked later why he had given up his chance of winning the race, the Brazilian said, "It was an easy thing to do! In Brazil we are always encouraged to be friendly, helpful and agreeable. Such behaviours are valued over achievement." COLLECTIVIST

^{DRUNK MAN}
The American runner, who won the race, when asked why he didn't stop to help said it was the Mexican's own fault he was affected so badly by the heat. He should have done more training in hot climates like this one in Brazil. He also said that his coach had told him that he should always try to win all races, regardless of the physical or mental costs or his moral beliefs, so he was only obeying orders.

Based on an article from The Guardian's sport section found on-line.

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

One psychological issue raised is the social issue of responses to people in need. In this article, the ~~next~~ Mexican athlete demonstrates a need to be helped, and the Brazilian runner sacrifices his own potential success for the benefit of another. ~~person~~ This could arguably exemplify ~~the~~ altruism, and shows a potential response to people in need, while the American's ~~rejects~~ 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]



- (b) Briefly consider the individual/situational debate in relation to the article above. Support your answer with evidence from the article. ^{The individual debate claims that we have autonomy and control over our decisions} NAQ
- This study supports the individual debate as it demonstrates two different decisions ~~was~~ 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]

- (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.

X 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. ~~Then~~ the independent variable was manipulated by ~~the~~ using a black or white actor; and using the time 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. ~~However, the~~ [8]



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

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 will replicate this behaviour through attention, retention, reproduction and motivation.

[8]



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

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

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.



ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

2b. **BOD** could be located within the development as it investigates the ~~significance~~ process of learning behaviours which occurs in childhood.

2c. differ from 'normal' people, namely by having an impaired ability to infer meaning and emotions. This could be detrimental to people who make up part of this group, as it sets them apart from others. This research can also be considered socially sensitive in the way in which it can be used with bad intentions, for example bullying **BOD** autistic individuals in school as they are less able to infer emotions and responses.



8d. Research conducted by Yerkes was used to assign ~~pos~~ 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.

8e. by innate desires and subconscious desires which had developed in an unconscious way.

9a. 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.

9b. 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 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 we are always encouraged to be friendly, 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.

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Off Page Comments

Item Name	Comment
9e	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 so both suggestions have been evaluated as required. The points are brief and/or clumsily made so the response is limited to Band 2.
8f	1 mark for the idea of 'reinforcing health behaviour' (which is useful). 1 mark for 'adherence to the asthma medication'. The candidate could have earned a 3rd mark for a more general introduction e.g. useful in health service or by finishing the response with something more specific e.g. from the findings of Chaney.
1aii	1 mark for knowing that people with autism perform less well (impaired theory of mind) on task but they compare with a generic group rather than the groups specified in the study.
8g	Bottom of reasonable band. The candidate covers a range of ethical issues which are well applied so meets all the descriptive demands of Band 2. There is also a reasonable attempt at analysis at the start of the answer which lifts this response into Band 3 (reasonable).
8c	1 mark for understanding of ID area. 1 mark for linking SSR specifically to area through reference to abnormality. 1 mark for relevant ref to B-C study. As candidate continues to explore study they implicitly describe the nature of SSR further so earn a 4th mark (BOD).
9d	The first way earns 4 marks - good psychological content and 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 as it is difficult to judge the feasibility without more detail. Limit to 6 marks - top of second band.
1b	Ignore incorrect information at start, and mark from 'This is a longitudinal study...' Candidate gets a mark for knowing what a longitudinal study is but the application to Freud's study is too vague - the candidate should have stated the behaviour that was being described. If the candidates had been accurate on the duration of the study or on the regularity of the father's observations then that could have received credit.
8a	1 mark for 'we are in control' and 1 mark for 'no way...predicted'. Two distinct features of 'free will'.
8e	1 mark for identifying difference - beh focuses on learning only and ID focuses on 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.
2a	1 mark for identifying 'who' in terms of the number of participants. 1 mark for 'what' - intelligence. No marks for 'how' - as tests of intelligence is too vague. No finding that relates to measuring

Item Name	Comment
	DIFFERENCES.
9b	1 mark for applying indiv side to article. 1 mark (just) for showing some knowledge of the individual side of the debate. 1 mark for applying sit. side to article. Knowledge of situational side of the debate not demonstrated and debate not applied in general. This response also confuses the debate with free will/determinism so this part of the response is ignored.
6a	1 mark for use of lab and 1 mark for the experimental design. For further marks, the candidate could have stated what was standardised. The last statement (each person heard each tape only once) is seen as part of the design rather than a separate control.
3	1 mark for explaining why the study is placed in the developmental area (see end of response). However, this reference to learning in childhood is not adequately explained in the context of the study - neither broadly (link) nor specifically (findings).
2bii	Credit end of response first - use of PCL-R and then explanation for using it i.e. to determine whether or not they were psychopathic.
9c	1 mark for outline of the procedure (but no findings for no second mark for outline). One link to the article for another mark.
8d	First weakness is not creditworthy because of the way it is stated - 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.
9a	Both are well developed points with a clear focus on their learning from psychology. Each point identifies a clear theme, applies effectively to the article, and explains the point further.
5a	1 mark for knowing the video (film) was standardised and 1 mark for identifying standardisation through the word 'same'. However, the reference to the equipment is too vague for credit. Please note that the crossed out work may have received credit but we do not need to mark this. Crossed out work is only assessed if there is nothing else in its place.
5b	1 mark for suggesting 'no change' as in memory is malleable/not always accurate. 1 further mark for development of this point which references findings from both studies. Go back and credit the first part of the response which is relevant now - the use of Grant's research to support the point.
4	Takes a while to get there (!) but IV clearly identified towards the end.
1ai	1 mark for knowing IV is not manipulated in a quasi-experiment. 1 mark for applying this to the study by identifying all three conditions of the IV (although two would have done).
6b	1 mark for the gorilla crossing the area - the feature that must be covered. 1 mark for the gorilla appearing for 5 seconds. 1 mark for teams playing basketball - the weakest feature but still gets 3rd mark as other two features are strong.
8b	1 mark for making link between determinism and Lee. 1 mark for

Item Name	Comment
	for specific and relevant findings from the study. The candidate, however, does not demonstrate a clear understanding of determinism (e.g. through definition) - so limited to 2 marks.