

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 : **66 / 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	66 / 105
Total:	
Question	Total / Max Mark Mark
1ai	2 / 2
1aai	2 / 2
1b	2 / 2
2a	2 / 4
2bi	0 / 1
2bii	1 / 2
3	3 / 3
4	2 / 2
5a	2 / 4
5b	1 / 5
6a	3 / 3
6b	3 / 3
7	2 / 2
8a	2 / 2
8b	2 / 3
8c	0 / 5
8d	2 / 4
8e	3 / 6
8f	2 / 3
8g	7 / 12
9a	5 / 6
9b	2 / 5
9c	5 / 8
9d	6 / 8
9e	5 / 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.

The study is considered a quasi-experiment as the IV which was being tested was a naturally occurring variable for example whether the participant had or was part of the autistic spectrum from Aspergers to female syndrome. [2]

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

In the strange stories test found similar results to the main finding. The high functioning autistic adults and those with aspergers score significantly lower than the control of female participants. [2]

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

Explain why the study can be considered a longitudinal study.

Some of the accounts given went back to when Hans was around 3 years old up until around 7 years old. Instead of only meeting once Freud met Hans on at least two occasions over time and is therefore a longitudinal study. [2]

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

^{Verbes} aimed to measure intelligence through psychometric testing of 1.75 million army recruits. In his study participants varied from recruited white Americans to for example, African Americans, Polish participants. This links to the theme measuring differences as a variety of ethnicities, ages, upbringing and educations were used and tested in a variety of ways. This links to the idea that ^{per} [4]



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

(i) Identify the sampling method used.

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

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

They were interviewed to gather if they were psychopaths or non-psychopaths but also the types of murder or crime i.e. - manslaughter and then asked to re account their series of events. [2]

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

The developmental areas argues both nature and nurture play a role in developmental behavior. This fits in with Bandura's study as he found that boys were more likely to channel their aggression than girls following a same-sex model. This shows how behavior can be mirrored as they observed and imitated but nature can also play a role as typically aggression is a male quality. [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.

~~The environment~~ The kittens either spent 5 hours a day in their visual environment which for one was a cylinder showing only vertical lines with a see through floor and another was the same cylinder structure however, using horizontal lines. [2]



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

Outline two ways in which the procedure was standardised.

- One way the procedure was standardised was by using a ~~subject~~ laboratory research method. This allowed for set instructions and procedure to be followed so every participant faced the same experience. Another way was by controlling or attempting to control extraneous variables.

[4]

- (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 study changes our understanding as rather than support previous research showing silent conditions meant better recall he demonstrated how noise of silence makes no difference to memory recall in a test only that the conditions study should be in were matching i.e. noise input encoding in a cafeteria and busy recall. Loftus and Palmer also changed our understanding of memory by showing how eye witness testimonies aren't as reliable as they have originally been thought as memory can respond to response bids or even be distorted as findings showed those who heard smashed opposed to hit for example. remember breaking glass which was ^{never present}.

[5]



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

Describe the research method used in Experiment 2:

It was an independent research method design using a laboratory experiment. Each participant listened to the spoken message and their names were said in the unattended ear either at the start or in the middle of the message. If the participant for most participants their names broke the blo [3]

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

Outline the 'gorilla condition'.

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 (cueing) or an easy condition (beanie passes). The 'gorilla' was smaller than the other umbrella condition and did not interact with participants. [3]

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

One difference is that in Milgram's sample 40 male participants were used from an ~~even~~ age range of 20-50 using a self-selecting sample. Although Bocchiaro used the same sampling method his sample was very different as he used both genders of university students which could have been around the same age as the Milgram's 20-50 age range. [2]



SECTION B – Areas, perspectives and debates.

Answer all the questions.

- 8 (a) Describe the concept of freewill.

Freewill is the idea that ~~the~~ the choices we make are down to our own inhibition and not as a result of e.g. environmental factors.

BOD

[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 study found although overall lying was rated as bad and truth as high there were differences in the Chinese and Canadian children. Chinese directed lying in a prosocial environment as good in some circumstances as their culture modesty is taught and begging for praise looked down upon. This shows how depending on culture, upbringing and environment behaviour ~~is~~ influenced.

BOD

[3]

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

It can be considered socially sensitive as it looks at socially sensitive participant groups for example, in Baron and Cohen's study participants on the autistic spectrum are hard to gather and test in an environment that is ^{not} socially sensitive to research. Freud's study of Little Hans included ~~both~~ the participants name, age and location which is not socially sensitive given the nature of the study or in any circumstance as it breaks the child's right to privacy and confidentiality. Using a small child who is unable to consent themselves is also socially sensitive as his father being a Freud supporter may have led his son in order to aid research.

[5]



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

98
 - The individual differences area is often seen as ^{reductionist} ~~determinist~~ ~~X~~. A range of factors can influence an individual from cognitive (e.g. mental processes) to biological (e.g. hormones). Behaviour cannot simply be down to individual differences as we are influenced by many factors. Another weakness is that it lacks in scientific status meaning behaviour for example, Little Hans, aren't as controlled or standardised as for example, Spence's biological area study, which could mean less replicability and thus ~~reliability~~ [4]

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

In individual differences areas behaviour can be understood in terms of dispositional factors. This ~~compares~~ ^{differs} to the behaviourist perspective which ~~also~~ argues we are products of our environment and acquire behaviour through learning. However, studies into the language of psychopaths show the individual differences in behaviour are down to our ^{individual factors} ~~dispositional~~ and ~~come~~ ^{is} simply who we are e.g. psychopaths - non-psychopaths. Whereas studies like Bandura support the behaviourist perspective as they demonstrate how this violent or aggressive behaviour can be understood through observational learning consisting of the observation and imitation of model i.e. adults. The behaviourist perspective generalise similar behaviour to everyone may be considered ~~holistic~~ as it ~~argues~~ argues we all learn through certain [6]



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

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]

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

pilot doc
 The social area as a whole can be considered fairly unethical as for accurate natural study of interaction between people it is often required they aren't aware they are taking place in a study. In Milgram and Levin's studies participants weren't aware they were participating this meant ethical considerations like consent, deception and the right to withdraw were all broken and perhaps even protection from harm as in Milgram's study participants may have felt anxiety or distress at the end of the model. Milgram's study however undoubtably breaches the most ethical considerations of us even from the beginning of the study the participants are deceived as to the true nature and aims and also by the other participants which they aren't aware is a confederate. Although at first it may have seemed like they had consented the verbal cues from the researcher made the participants feel as though this wasn't a real option. All participants were left shaking, lip biting or sweating and one participant even suffered a seizure meaning participants by no means were protected from harm. However, Milgram ensured the confidentiality



consideration was not broken as ~~for~~ after participant debrief
 they were asked to ~~the~~ consent to their information being used.
 Deception study is more ethically considerate as participants
 knew they were in a study although deceived to the aims.
 This is often accepted as good science in some circumstances [12]
 2 X

Turn over for the next question

Turn over



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SECTION C – Practical applications

Answer all the questions.

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

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."

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 issue raised is the extent to which helping behaviour ~~is~~ differs crossculturally. As shown in Levine's research Rio de Janeiro was the most helpful city in the article it states "In Brazil we are always encouraged to be friendly etc" exposed to American who need be taught more individualist values ~~concerning~~ helping behaviour. Another issue is obedience or covert/initiated behaviour the American states he was "only obeying ~~the~~ orders which he would have been taught in a different way to the Brazilian. In Levine's study the American City of New York was announced the contest for helping behaviour showing cultural differences in obedience and aspects like ~~similarity~~ are psychological issues raised.

[6]



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

*unrealistic
the importance
of situational

In relation to the ~~entire~~ article it supports the situational side of the debate for example 'such behaviours are valued over achievement?' how the importance of certain factors in different cultures which is taught as part of their upbringing from those around them. This differs to ~~the~~ other cultures where separate values are taught such as 'always try to win all races, regardless of physical or mental costs or moral beliefs' ~~and this demonstrates~~ the role of situational factors and ~~the~~ determining of success which vary in different situations for example, the Americans moral beliefs may not be needed differently in a different environment. [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.

Piliavin's 'subway samaritan' consisted of 6 researchers, two acting as recorders and one made as the 'ill' or 'drunk' who ~~was~~ pushed and one as the meddler who would intervene after 20 or 180 seconds. ~~the ill or drunk person was~~ 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 meddler. Piliavin found people were likely to help the 'ill' person more than the drunk and if help happened first it was more likely to be given with this relates to the article as it shows ~~how~~ someone who is ill or 'has begun to take its toll' are 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 was demonstrated when it appeared as though it was the person's own responsibility. [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 it could be encouraged is through observational learning. Observational learning consists of aspects like positive reinforcement. It may include an American athlete witnessing a Brazilian e.g. someone from Brazil helping someone in a situation e.g. hurt leg in a race. The Brazilian participant from Brazil may get more praise than someone who had won the race simply for their helpful actions. An American athlete may observe and imitate this themselves, when they are rewarded for their good behaviour. Like in children they may be more likely to repeat the positive behaviour again opposed to no helping and not receiving praise. Another way it could be encouraged is by coach, athlete, coaches, peers and parents. Sitipatia is a cultural aspect but also one that is taught although an American athlete may not have been brought up in such environment they can be taught in their sports. If it is witnessed and encouraged by those around them it is more likely to be imitated by them.

[8]



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

It ~~may not be 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 behave 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/deterministic debate it may be seen to restrict free will. Although behaviour is only encouraged it may restrict the American athletes free will as surely it is up to the individual how and what behaviours they should adopt. 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]

END OF QUESTION PAPER



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).

1 x

Certain types of learning e.g. operant conditioning are not innate. The individual are all influenced or 'products' of our environment however, different they may be. Individual differences takes an alternative ~~to~~ ~~mere~~ ~~de~~ reductionist approach? ? stating that differences individual differ in personality, emotion, cognition and behaviour and not including alternative factors like the ~~not~~ ~~eff~~ influence of our environment or ~~de~~ biology. However, to some extent the behaviour perspective too ignores individual differences so the two areas and perspectives can be seen in contrast.

2 x

In this ~~study~~ for example, the participants needed and rightly were deceived without harm for research. In this study a pilot test beforehand was also done to test not only the procedure but if the pilot participants once aware felt they RES had the need for their deception wasn't unethical showing how this study had higher consideration for participants in terms of ethics. EVAL



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Off Page Comments

Item Name	Comment
9e	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.
6a	1 mark for design. 1 mark for location (lab). 1 mark for one of the IVs.
8e	The first point of comparison is worth 3 marks - the distinction is clear and valid and applied appropriately to two relevant studies. The second attempt at a difference is too muddled - mixing up various debates.
8a	2 marks for two relevant comments although second is weak.
3	1 mark for the principle (nature/nurture) as an indication of general understanding of developmental area. This is linked to Bandura at the end (1 mark) and the finding in the middle of the response also then becomes relevant as evidence (1 mark).
2bii	Can credit any of these three answers - all are part of the interview process - but none have been explained. The candidate could have made links between these ideas but have not in this case.
8g	This covers a range of ethical issues, and applies them appropriately to studies. The opening point is well made in considering the whole area. The evaluation points are weak but evident. The evaluation allows the candidate to move into Band 2 (reasonable) - and the level of description definitely warrants this.
1b	1 mark at end for 'over time' and 1 mark for age range that Hans was studied for (5 or 6 yrs are both acceptable).
9a	1st mark for first issue. 2nd mark for elaboration of issue through use of evidence (which continues at the end) via Levine. 3rd mark for ref to cultural difference in article. 4th mark for second issue (first answer only) i.e. obedience. 5th mark for linking to article - obeying coach. There is no clear elaboration of the second issue.
8d	First weakness is not creditworthy - irrelevant. Second weakness earns both marks - the weakness is relevant and applied (if a little clumsily) to the Freud case study.
4	Both conditions of IV identified.
2a	1 mark for what was measured and 1 mark for who was measured. The ref to psychometric testing is too vague for how. No findings included.
8f	1 mark for idea of usefulness and 1 for how this links to the study but no use of findings.
7	Mark first answer only - which would be gender in this case. Worth 2 marks.
1aii	1 mark for direction of difference (scores significantly lower) and 1 mark for reference to relevant groups. The first sentence may be hinting at concurrent validity but too weak and no need to assess given the fact the answer gets better.
5a	Only first way credited - for instructions and use of word 'set' (or 'every' later). The second way is too generic and not contextualised enough.
9c	1 mark outline of set up. 1 mark for the finding about speed of helping. Another mark for the finding relating to ill/drunk. This

Item Name	Comment
	finding can then be linked to the article - indeed, this application is developed enough to earn 2 marks.
8b	1 mark for relevant findings - lying etc can be seen as determined by culture and then this is supported (weakly) by the point at the end (the link).
5b	The candidate's answer - Grant shows noise is not nec detrimental to recall if it is the context of learning - is clear but the use of evidence around it clumsy. This answer does not allow a comparison with L&P so when the candidate refers to L&P it is not creditworthy. The candidate has not been asked to explain how L&P have changed our understanding.
9d	The use of reinforcement is well detailed and well explained. The 'culture change' idea is covered less well (although the response does not need to be balanced). Scores at the top of the Reasonable Band but we are looking for more explanation of implementation for the very top band.
9b	Only situationa side covered - understanding shown through reference to culture/upbringing (1 mark) and eventually applied appropriately by quoting examples from two different cultures (1 mark).
8c	More a response about ethics. Nothing creditworthy.
1ai	1 mark for the IV being naturally occurring. 1 mark for applying to two conditions, including autism (although stated strangely).
6b	Marks for gorilla walking across, two teams, and no interaction. All three marks retained as each feature is clear and accurate.