Example Candidate Responses
Paper 1

Cambridge International AS & A Level Psychology 9990

For examination from 2018

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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge AS & A Level Psychology 9990, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen from June 2018 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:
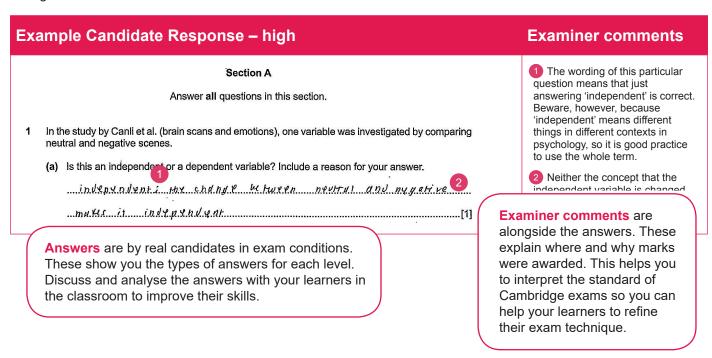
> **June 2018 Question Paper 11**
>
> **June 2018 Paper 11 Mark Scheme**

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How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – high	Examiner comments
Section A Answer **all** questions in this section. 1 In the study by Canli et al. (brain scans and emotions), one variable was investigated by comparing neutral and negative scenes. (a) Is this an independent or a dependent variable? Include a reason for your answer. 1 ....independent i my change between neutral and negative 2 ...makes it independent...[1]	1 The wording of this particular question means that just answering 'independent' is correct. Beware, however, because 'independent' means different things in different contexts in psychology, so it is good practice to use the whole term. 2 Neither the concept that the independent variable is changed

Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

- Although both parts of this answer earned full marks, it would be good practice to get into the habit of always specifying 'independent *variable*', as using just a single word could be insufficient in response to other questions. Note that an 'independent measures design' would be another case where a single word answer of 'independent' may not be adequate.

- Operationalisation is a concept that often leads to confusion. The simplest way to answer such as question would be to think 'How could I manipulate (or measure) this in practice?', then write a description.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

In part (a) a common mistake was to give the dependent variable in place of the independent variable. The difference between these two variables is simply one of giving them the right names. One way to remember which is which is to think 'What is the researcher **IN**vestigating?' this is their **IN**dependent variable. The **depend**ent variable is exactly what it says, changes in this variable **depend** on, i.e. are caused by, the manipulation of the independent variable.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Question 1

Example Candidate Response – high	Examiner comments
Answer **all** questions. **1** From the study by Yamamoto et al. (chimpanzee helping): **(a)** Name **one** of the objects most frequently offered by the majority of chimpanzees as a potential tool in the first 'Can See' condition. ....stick.... ①..[1] **(b)** What behaviour was displayed only by the chimpanzee Ayumu in the 'Cannot See' condition? ..He...readily...stood...up...and...peeked...through...the...hole...in order...to see ② .... what...the...tool-use...situation...was...and...proceeded...to...provide...the...correct...[1] tool appropriate for the situation. **(c)** Outline **one** conclusion from this study. ..The...study...by...Yamamoto...concluded...that...chimpanzees...offer...targeted...help...... only...when...they...could...assess...their...conspecific's...predicament,...and...that...they ..seldom...help...others...without...being...asked...And...so...see...visually...seeing...the...... predicament...and...being...asked...for...help...is...important...in...eliciting...targeted...[2] helping. ③	① The question asks the candidate to name one object and they have. ② The candidate has given the correct answer. ③ The candidate has given a full answer by identifying that chimpanzees 'offer help' when they could 'assess their conspecifics predicament. **Total mark awarded = 4 out of 4**

How the candidate could have improved their answer

(b) The candidate could have outlined the behaviour of 'peeking' in a more succinct way.

(c) Comment above also applied here as the candidate scored full marks by the end of the second line.

Common mistakes candidates made in this question

(a) Giving the incorrect tool in the first 'Can See' condition.

(b) Describing a behaviour that was not unique to Ayumu.

(c) Giving a result from the study rather than a conclusion.

Question 2

Example Candidate Response – high	Examiner comments
2 From the study by Saavedra and Silverman (button phobia): **(a)** Describe how the boy in the study was diagnosed with his phobia. The boy was diagnosed with his phobia because he met all the DSM-IV criteria for a phobia. He did could not handle the buttons and his fear increased with time. Did not qualify as OCD ① [2] **(b)** Outline **one** piece of information from this study that supported the nurture side of the nature-nurture debate. The boy's phobia started when he was in kindergarten and a test bowl of buttons fell on him. The environment that he was in resulted in him developing the phobia. ② [2]	① This response clearly describes how the boy was formally diagnosed using DSM-IV. The candidate gives two relevant points by identifying that he met all the criteria for a specific phobia, and did not meet the criteria for OCD. ② The candidate gives one piece of evidence from the study and then clearly shows how this lead to his phobia which supports the nurture side of the nature-nurture debate. **Total mark awarded = 4 out of 4**

How the candidate could have improved their answer

In part (a) the candidate did not have to describe the treatment the boy received. The question only required candidates to consider the diagnosis.

Common mistakes candidates made in this question

(a) Describing what was the cause of the phobia rather than how it was officially diagnosed.

(b) Outlining why the phobia was not nature rather than why it was nurture.

Question 3

Example Candidate Response – high	Examiner comments
3 Outline **two** quantitative results about 'imitative aggression' from the study by Bandura et al. 1 That boys immitated aggressive behaviour from the same sex model rather than female models. Same sex perferences. **(1)** 2 Boys were more physically agressive than girls. **(2)** Girls were more verbally agressive than boys. That boys were more aggressive naturally and aggression is more of a male behaviour. [4]	**(1)** This is not a result but a conclusion. **(2)** The candidate provided two examples of quantitative result and was able to complete a meaningful comparison. This allowed them to achieve full marks. **Total mark awarded = 4 out of 4**

How the candidate could have improved their answer

The candidate needs to take care not to confuse the results and conclusions from a study. In this case they were fortunate that they gave two relevant answers in the second space in order to access all of the marks.

Example Candidate Response – middle	Examiner comments
3 Outline **two** quantitative results about 'imitative aggression' from the study by Bandura et al. 1 1 out of 3 children who observed an aggressive model behaved aggressively in a later situation. ① 2 Girls displayed more verbal aggression while boys ② were more likely to imitate physical aggression [4]	① Not a quantitative result that Bandura published. ② The candidate hints at a correct result but does not give a comparison. **Total mark awarded = 2 out of 4**

How the candidate could have improved their answer

This candidate needed to ensure that they could accurately recall results from the study. For example, when discussing how children behaved after observing an aggressive model the candidate should have been much clearer on the outcome of this, in particular how boys and girls responded differently.

Example Candidate Response – low	Examiner comments
3 Outline **two** quantitative results about 'imitative aggression' from the study by Bandura et al. 1 The number of participants were based on girls to boys and which one was more aggressive and why ① 2 [4]	① The candidate does not provide a result from the Bandura study. **Total mark awarded =** **0 out of 4**

How the candidate could have improved their answer

The candidate needed to provide a quantitative result from the study by Bandura et al. which included a meaningful comparison of the behaviour between boys and girls.

Common mistakes candidates made in this question

- Describing a type of quantitative data collected rather than an actual result.
- Not describing a meaningful comparison of the behaviour seen in the study, e.g. between the genders of the participants or related to the gender of the observed models.

Question 4

Example Candidate Response – high	Examiner comments
4 Describe how Andrade (doodling) recruited her sample of participants and explain why she decided to recruit them in this way. Andrade recruited her sample of participants through opportunity/ convenience sampling. She obtained participants by approaching them and asking if they'd **(1)** after they had finished participating in another experiment. Andrade strategically did this to enhance the boredom of the memory task. Since participants had already helped in another experiment and were expecting to go home, it was assumed they would be more bored. **(2)** This increases internal validity because Andrade effectively ensured the task was boring. [4]	**(1)** The candidate clearly describes how Andrade recruited the sample for her study. **(2)** The candidate clearly explains why Andrade recruited in the way she did. **Total mark awarded = 4 out of 4**

How the candidate could have improved their answer

In their final sentence, the candidate begins to describe how Andrade ensured internal validity. This was unnecessary as the question only required them to consider sample recruitment.

Example Candidate Response – middle	Examiner comments
4 Describe how Andrade (doodling) recruited her sample of participants and explain why she decided to recruit them in this way. The sample was recruited via opportunity sampling as they had previously volunteered to take part in another study. They were 40 in total and were randomly assigned to either the doodling group or the control group. ①The participants were asked to spare 5 minutes of their time in the study. This was done in order to ②enhance boredom of the task as they had not volunteered to take part in this study. This would have therefore increased validity of findings as Andrade would have been more certain [4] that it was the situation that she created of control / doodling group that was affected scores on memory recall. In addition, opportunity sampling takes less time to recruit a sample.	① The candidate identifies the method used by Andrade and then describes what happened in the study. ② The candidate highlights one reason why she recruited in the way she did. **Total mark awarded = 2 out of 4**

How the candidate could have improved their answer

The candidate needed to focus on how the sample was recruited and why it was recruited in that way, rather than explaining what the participants actually did in the study itself.

Example Candidate Response – low	Examiner comments
4 Describe how Andrade (doodling) recruited her sample of participants and explain why she decided to recruit them in this way. She recruited them from a Medical Research Institute for Cognitive Research panel, whereby 40 people were recruited in total. (1) this form of sampling ~~of~~ She sampled in this way because participants were likely to have a high interest ~~to eight~~ in psychology, therefore making them less likely to withdraw from the study. ~~The~~ Testing ~~even when pl~~ how doodling could affect memory. therefore would not be interrupted if one participants decided to drop out, ~~be~~ leading to increased validity of results ~~and. This would also sustain the consideracy.~~ as all individual differences/participants are kept in the study. (2) [4]	(1) The candidate begins with one way in which Andrade recruited her sample. (2) The remainder of the response does not give details as to how the sample was recruited or why she recruited in such a way. **Total mark awarded = 1 out of 4**

How the candidate could have improved their answer

The candidate needed to focus on how the sample was recruited and why it was recruited in that way, with specific reference to Andrade rather than generic or potential reasons.

Common mistakes candidates made in this question

- Incorrectly describing the recruitment technique as voluntary.
- When explaining why participants were recruited in a particular way, they did not put this into the context of the Andrade study.

Question 5

Example Candidate Response – high	Examiner comments
5 The study by Piliavin et al. (subway Samaritans) is based on the concept of diffusion of responsibility. **(a)** Describe what is meant by 'diffusion of responsibility'. Diffusion of responsibility is the idea hypothesis that the more people there are around a victim when a tragedy occurs, the lower the chances are of a victim receiving help. This is due to the fact that there are more people around, so the responsibility is divided amongst all people that are around. In this study, Piliavin predicted that the more people there are around a victim in the train, the lower the chances of the victim receiving help. despite them being sane or drunk. [4] **(b)** Outline how **one** result from this study does **not** support the concept of diffusion of responsibility. In this study, the cane victim was helped 62/65 trials and the drunk victim was helped in 19/38 trials. This doesn't support diffusion of responsibility because people tended to help the cane victim more due to the cost-benefit model, as this had more benefits for them [2]	**1** The candidate begins with a clear definition of part of the term. **2** The candidate then clearly describes another component of the term. **3** The example acts as an elaboration on what diffusion of responsibility is all about. Mark for (a) = 3 out of 4 **4** The result given does not answer the question set. It is a general result reported by Piliavin. However, Piliavin did mention how cost-benefit analyses may explain some of the helping behaviour. Mark for (b) = 1 out of 2 **Total mark awarded = 4 out of 6**

How the candidate could have improved their answer

(a) The candidate could have elaborated on one of the key ideas with an example of how this would be seen in an emergency.

(b) The candidate should have described the key result of group size not affecting helping behaviour, with it being opposite to prediction.

Example Candidate Response – middle	Examiner comments
5 The study by Piliavin et al. (subway Samaritans) is based on the concept of diffusion of responsibility.	
(a) Describe what is meant by 'diffusion of responsibility'.	
This terms refers to the theory that when an emergency or incident takes place, the responsibility for helping is "diffused" or divided among the people present, with each person feeling partially responsible. 1	1 The candidate gives a clear description of part of the term.
It suggests that the more bystanders present, the less likely it is for anyone to help as each person feels little or less obligation or responsibility in that incident. 2 [4]	2 The candidate gives a second description of part of the term. Mark for (a) = 2 out of 4
(b) Outline how **one** result from this study does **not** support the concept of diffusion of responsibility.	
3 The victim recieved spontaneous help, or help without model, on 68% of the trials which mostly followed with [other] more people helping the victim. This also happened in "early" trials before the 70 seconds passed & model had chance to help. [2]	3 Although the candidate has provided a summary of some of the results of the study, they have not been able to show how this does not support the concept of diffusion of responsibility. Mark for (b) = 1 out of 2
	Total mark awarded = 3 out of 6

How the candidate could have improved their answer

(a) The candidate should have added an example as an elaboration or described about how time of help is affected.

(b) The candidate should have described how group size did not affect helping behaviour. This is the opposite to what would be predicted if diffusion of responsibility was occurring.

Example Candidate Response – low	Examiner comments
5 The study by Piliavin et al. (subway Samaritans) is based on the concept of diffusion of responsibility. **(a)** Describe what is meant by 'diffusion of responsibility'. Diffusion Diffusion of responsibility describes a person's will to help or their "need" to help the other person, whether it is a selfish purpose or doing it for the prevention of guilt or the satisfaction. This proves the diffusion based on the condition of the subject. Ex. a handicapped has a higher chance of being helped than a normal person. **①** [4] **(b)** Outline how **one** result from this study does **not** support the concept of diffusion of responsibility. Participants not helping drunks or people with canes. Not based on race or gender. **②** [2]	**①** The candidate does not describe diffusion of responsibility. It is a description of what could happen in an emergency. Mark for (a) = 0 out of 4 **②** This is not a clear result nor does the candidate use it to outline why it does not support diffusion of responsibility. Mark for (b) = 0 out of 2 **Total mark awarded = 0 out of 6**

How the candidate could have improved their answer

(a) The candidate needs to be able to correctly define the term diffusion of responsibility.

(b) The candidate should have described how group size did not affect helping behaviour. This is the opposite to what would be predicted if diffusion of responsibility was occurring.

Common mistakes candidates made in this question

- Only briefly describing aspect of the term diffusion of responsibility.
- Describing the term in the opposite way to what it actually means e.g. more people will mean more help.

Question 6

Example Candidate Response – high	Examiner comments
6 In the study by Dement and Kleitman (sleep and dreams), participants were fitted with electrodes for the EEG (electroencephalogram).	
(a) Describe the procedure after these electrodes had been fitted.	
After the electrodes had been fitted, the participants would go to sleep. Then, they would be woken up by a bell. Some were woken up randomly, others at the whim of the experimenter, and others according to a pattern. Depending on the aim being tested, they were woken up during REM or NREM, or at after 5 minutes or 15 minutes. Once woken up, the participants would speak into a microphone. ~~They would~~ They would state if they had a dream or not (if testing for aim 1) or state if they ① had been dreaming for 5 or 15 min (if testing for aim 2). If they said they were dreaming, they would then describe the content of their dream. All this was recorded into a tape. After saying all this, participants would go back to sleep. [5]	① The response gives a logical step by step guide to what a participant went through from the point where electrodes were fitted. Mark for (a) = 5 out of 5
(b) Explain **one** reason why the procedure was standardised in this study.	
The procedure was standardized in this study to increase internal reliability. Since procedures are specifically explained, the experiment is replicable. This is a strength because if the experiment can be replicated, then the results can be compared. If the results are the same, then the initial experiment can be said to be reliable. ② [3]	② The candidate gives one clear reason (reliability) and explains this (replicability) but does not mention the Dement and Kleitman study. Mark for (b) = 2 out of 3 **Total mark awarded = 7 out of 8**

How the candidate could have improved their answer

(b) The candidate needed to add an example from the study about an aspect that was standardised which would aid replicability.
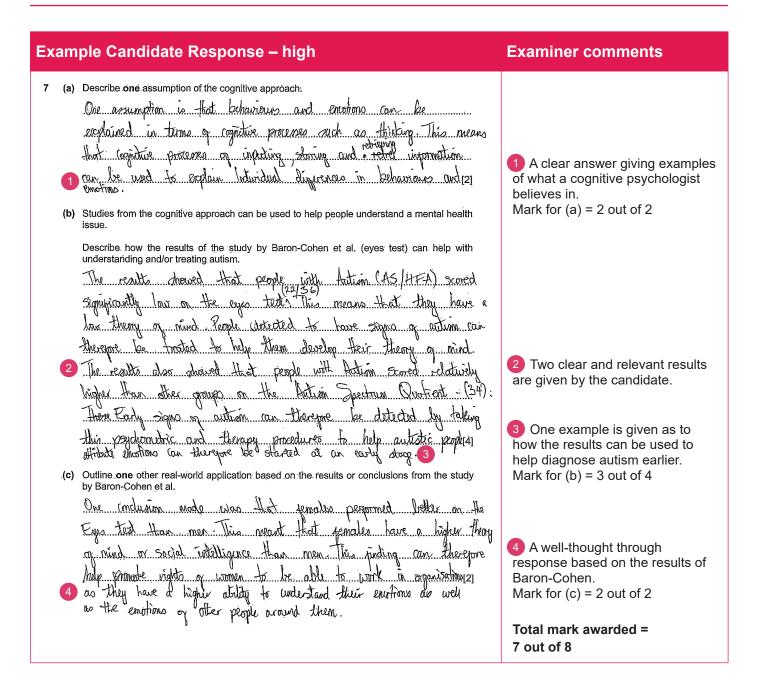
Example Candidate Response – middle	Examiner comments
6 In the study by Dement and Kleitman (sleep and dreams), participants were fitted with electrodes for the EEG (electroencephalogram). **(a)** Describe the procedure after these electrodes had been fitted. The participants resided to bed in a quiet, dark room, after falling asleep they were awaken by a bell, in which they were asked to recall if they were dreaming or not, if dreaming and if it is appropriate explain the content of their dreams **(1)** they were having, all being spoken into a recorder, as the participants were awaken every 5–15 minutes to repeat the procedure. ....[5]	**(1)** The candidate gives most of the logical step by step progression that a participant went through. Mark for (a) = 4 out of 5
(b) Explain **one** reason why the procedure was standardised in this study. The procedure was standardised because of the controls present in the study, this caused the study to be standardised, because of the same time the participants went to sleep every night, the same time they were awaken everytime they were asked to recall if they had dreams or not and the same door bell used during every procedure. **(2)** ....[3]	**(2)** The candidate does not give a reason why standardisation was necessary. The response focuses on describing what was standardised. Mark for (b) = 0 out of 3 **Total mark awarded =** **4 out of 8**

How the candidate could have improved their answer

(a) The candidate should have written one more aspect of the procedure, for example, stating that they work in REM/nREM.

(b) The candidate should have given a reason as to why standardisation was clearly used in this study (e.g. for reliability or validity) and then put it into the context of Dement and Kleitman.

Example Candidate Response – low	Examiner comments

6 In the study by Dement and Kleitman (sleep and dreams), participants were fitted with electrodes for the EEG (electroencephalogram).
 	
    (a) Describe the procedure after these electrodes had been fitted.
 	
    The electrodes help monitor brain activity (brain waves) when sleep in REM or non REM sleep. They helped determine whether eye movement was linked to the dream content. As ① a result, it was found that eye movement is linked to the dream content.
 	
    ....[5]
 	
    (b) Explain **one** reason why the procedure was standardised in this study.
 	
    To determine whether brain activity / movement is linked to the type of dream content. This procedure was carried out by a professional who knew how electrodes worked ② ....[3]
	① The candidate has not described the procedure of the study.
	Mark for (a) = 0 out of 5
	
	② The candidate has not provided the reason why standardisation was good in this study.
	Mark for (b) = 0 out of 3
	
	Total mark awarded = 0 out of 8

How the candidate could have improved their answer

(a) The candidate should have described what a participant went through in the Dement and Kleitman study rather than describing the function of the apparatus.

(b) The candidate needed to give a reason as to why standardisation was clearly used in this study (e.g. for reliability or validity) and then put it into the context of Dement and Kleitman.

Common mistakes candidates made in this question

- Not describing the procedure as a logical step by step answer.
- Not describing the procedure in detail.
- Outlining part of the procedure before the electrodes were fitted.

Question 7

Example Candidate Response – high	Examiner comments
7 **(a)** Describe **one** assumption of the cognitive approach. One assumption is that behaviours and emotions can be explained in terms of cognitive processes such as thinking. This means that cognitive processes of inputting, storing and retrieving information **①** can be used to explain individual differences in behaviours and emotions. [2]	**①** A clear answer giving examples of what a cognitive psychologist believes in. Mark for (a) = 2 out of 2
(b) Studies from the cognitive approach can be used to help people understand a mental health issue. Describe how the results of the study by Baron-Cohen et al. (eyes test) can help with understanding and/or treating autism. The results showed that people with Autism (AS/HFA) scored significantly low on the eyes test (22/36). This means that they have a low theory of mind. People detected to have signs of autism can therefore be treated to help them develop their theory of mind. **②** The results also showed that people with Autism scored relatively higher than other groups on the Autism Spectrum Quotient (34). These Early signs of autism can therefore be detected by taking this psychometric and therapy procedures to help autistic people [4] attribute emotions can therefore be started at an early stage. **③**	**②** Two clear and relevant results are given by the candidate. **③** One example is given as to how the results can be used to help diagnose autism earlier. Mark for (b) = 3 out of 4
(c) Outline **one** other real-world application based on the results or conclusions from the study by Baron-Cohen et al. One conclusion made was that females performed better on the Eyes test than men. This meant that females have a higher theory of mind or social intelligence than men. This finding can therefore help promote rights of women to be able to work in organisations [2] **④** as they have a higher ability to understand their emotions as well as the emotions of other people around them.	**④** A well-thought through response based on the results of Baron-Cohen. Mark for (c) = 2 out of 2 **Total mark awarded = 7 out of 8**

How the candidate could have improved their answer

(b) The candidate needed to give another application based on one of the results they presented in the first half of their answer, for example, using the test to help improve social skills.

Example Candidate Response – middle	Examiner comments
7 (a) Describe **one** assumption of the cognitive approach. *It assumes that since we all have the same brain, we all have the same processes; therefore, imputting the right cognitive information controls any behaviour ①or emotion.* [2]	① There is some clarity here about 'inputting' but no actual cognitive processes are named or described. Mark for (a) = 1 out of 2
(b) Studies from the cognitive approach can be used to help people understand a mental health issue. Describe how the results of the study by Baron-Cohen et al. (eyes test) can help with understanding and/or treating autism. *Baron Cohen's Eyes test proved to be a sufficient test for detecting mild deficits in theory of mind ②abilities of subjects with AS/HFA (autistic) compared to "normal" adults of similar IQ. The results in eyes test inversly correlated with AQ results which measured autistic traits. ③This means that [autistic] autistic treatments can focus more on enhancing abilities to ④detect others emotions & that this can also be* [4] *applied to adults not just children. (regardless of having a high IQ)*	② The candidate achieves one mark by showing that they understand that eyes test can be used to detect people who may have autism. ③ One key result is given. ④ A second application of the eyes test is given, this time in terms of using treatment to help individuals detect emotions in others. Mark for (b) = 3 out of 4
(c) Outline **one** other real-world application based on the results or conclusions from the study by Baron-Cohen et al. *[The Eyes test can be used to was the study proved that autistic subjects had no difficulty] The test can be used as a measure of adut emotional intelligence, too. As it was able to dectectslight differences bet⑤en normal male & female preformance, with female preforming better.* [2]	⑤ This is a potential use of the eyes test. Mark for (c) = 1 out of 2 **Total mark awarded = 5 out of 8**

How the candidate could have improved their answer

(a) The candidate should have named a cognitive function that affects our behaviour.

(b) The candidate needed to describe a second result (the question asks for results which means they must consider more than one).

(c) The candidate should have shown in what context a real-world application of the study by Baron-Cohen et al. could be used.

Example Candidate Response – low	Examiner comments
7 (a) Describe **one** assumption of the cognitive approach. It is an accurate way of research causing psychologist to understand people's behaviour towards situation and also the reason they behave a certain way when exposed ①to certain situations. ....[2]	① There is nothing in the response about what a cognitive psychologist would believe in. Mark for (a) = 0 out of 2
(b) Studies from the cognitive approach can be used to help people understand a mental health issue. Describe how the results of the study by Baron-Cohen et al. (eyes test) can help with understanding and/or treating autism. When results are obtained, psychologists can use results to further obtain a closure on Autism, ways in which that can understand that cause and effects of autism in depth and ways the work toward treating people who are diagnosed with autism and also what actions should be ②taken to keep and diagnosed victim under control in terms of behaviorial wise. ....[4]	② The response does not specifically use anything from the Baron-Cohen study. Mark for (b) = 0 out of 4
(c) Outline **one** other real-world application based on the results or conclusions from the study by Baron-Cohen et al. Participants with autism are no different with persons ③without autism although they may differ in the way they socialize. ....[2]	③ This is not a real world application. It is a potential difference between people with and without autism. Mark for (c) = 0 out of 2 **Total mark awarded = 0 out of 8**

How the candidate could have improved their answer

(a) The candidate should have shown the examiner that they understood what a cognitive psychologist believed in rather than a generic description about behaviour.

(b) The candidate needed to use actual results from Baron-Cohen to explain how it could be used in understanding autism rather than a generic account of autism.

(c) They needed to suggest how any aspect of the Baron-Cohen study could be used in the real world and not just the laboratory.

Common mistakes candidates made in this question

(a) Describing generic ideas about psychology or how the cognitive approach can be applied to real life.

(b) Only giving results from the Baron-Cohen study with no application.

(b) Only giving application for the Baron-Cohen study with no results.

(c) Not giving a different real-world application for the Baron-Cohen study.

(c) Describing another set of results with no application.

Question 8

Example Candidate Response – high	Examiner comments

8 **(a)** Before 'drawing lots' to decide who became the teacher and who became the learner, Milgram (obedience) told the participants about the effects of punishment on learning.

Describe what the participants were told.

Participants were told that there were no empirical evidence demonstrating if punishment leads to enhanced learning or not, and so this study was conducted to test this through testing. Learners an pairs of words, where a wrong response elicited punishment (being electrically shocked, where the voltay increases by 15 volts for every wrong answer) and a right response meant that participant would continue testing. Milgram 'predicted' that punishment would increase learning, but said that no evidence of that was yet given. And so this study hoped to further knowledge of such phenomena and provide evidence. .... **[4]**

(1) The candidate identifies three examples of the effects of punishment on learning which were described to participants in the Milgram study before they drew lots.
Mark for (a) = 3 out of 4

(b) Explain **one** similarity and **one** difference between the study by Milgram and **one** other core study from the social approach.

Milgram:
deception
sample /technique
hybrid
lab exp
Piliavin:
deception
sample /technique
field exp.

The study by Milgram contained the male participants who were recruited via newspaper advertisement and were aged from 20–50 (with a lot of different occupations) This sampling technique is most obvious by Volunteer, as participant were self-selected to take part in the study. This limits the generalisability of the findings, as the sample is not representative of the target population; where males might be more obedient than females, for example, which makes the findings difficult to generalise to females. Piliavin, on the other hand, used ~~sampling it~~ opportunity sampling, where the participants were the 4450 men known who boarded the New York City subway from between 11 am to 3 pm, and so the sample is likely to be representative of the target population since it contained an array of different people (45% Black, 55% White) who were in their natural environment. Also, the study by Milgram was a lab experiment which employed a lot of controls; the 31 year old experimenter, 47 year old Irish American learner, what the participant saw and heard (the prods). However, the study by Piliavin et al. was a field experiment that was conducted in participants' own natural environment and therefore had a lot of uncontrolled variables. ~~they~~ Both studies were similar, however, in that they both → **[8]**

(2) The candidate explains clearly the difference between the two sampling techniques used by Milgram and Piliavin.
Mark for (b) = 8 out of 8

Total mark awarded = 11 out of 12

How the candidate could have improved their answer

(a) The candidate needed to mention one more point that the participants were told, for example different occupations were being tested.

Example Candidate Response – middle	Examiner comments

8 (a) Before 'drawing lots' to decide who became the teacher and who became the learner, Milgram (obedience) told the participants about the effects of punishment on learning.

Describe what the participants were told.

Participants were told that learning is quicker when a punishment system is in place and so through the use of punishment learning can be accelerated. They were also told that

....

....

....

.... [4]

(1) The candidate notes one of the effects of punishment on learning that participants were told in the study by Milgram
Mark for (a) = 1 out of 4

(b) Explain **one** similarity and **one** difference between the study by Milgram and **one** other core study from the social approach. Allain

One similarity between Milgram's study on obedience and Allain's study on Subway Samaritans on bystander behaviour was that both of them showed how people would act when faced with a situation that they did not like. For example in Milgram's study participants were forced to inflict pain on to somebody (the learner) and in Allain's study participants were faced with the uncomfortable situation of somebody falling over due to unknown reasons.

One difference between these two studies is that Milgram's study is more focused on the effect that an order from a superior has on people and Allain's study has more interest on helping behaviour when people are in a crowd.

(2) The candidate chooses a relevant similarity and attempts to explain it using brief examples.

(3) The candidate uses 'aims' as the difference but nothing is explained; it is all description.
Mark for (b) = 3 out of 8

Total mark awarded = 4 out of 12

How the candidate could have improved their answer

(a) The candidate needed to write three more points that the participants were told about the effects of punishment on learning to gain full marks.

(b) The candidate should have given a more comprehensive account of the situations the people were placed in for the similarity. For the difference, the candidate should have chosen something that could be explained (choosing the aim means it can only be described), such as different sampling techniques or sample characteristics.

Example Candidate Response – low	Examiner comments

8 (a) Before drawing lots to decide who became the teacher and who became the learner, Milgram (obedience) told the participants about the effects of punishment on learning.

Describe what the participants were told.

The Milgram Told the participants that he form is connected to answering wrong. The participant would not want to fail because they do not want to experience *punishment pain* Therefore, they will pay attention and answer right because they will remember what it the consequence of answering wrong. Ex. a child touching a hot stove wont do it again due to punishment. [4] ①

① The candidate hints at one of the effects of punishment on learning that Milgram told the participants, i.e. improving learning.
Mark for (a) = 1 out of 4

(b) Explain **one** similarity and **one** difference between the study by Milgram and **one** other core study from the social approach.

One similarity between Milgram and Pilavin is that there are actors being "affected" by the participant and the participants in both experiments are not given a consequence ② to not helping the subject.

The difference is that one is a nature (Pilavin) experiment compared to nurture (Milgram) Furthermore, the milgram experiment ③ has someone pressuring the participant, while no pressure is applied on the participants of Pilavin.

[8]

② The candidate is able to demonstrate some knowledge about the similarity between the studies but nothing is then explained.

③ The candidate confuses ideas about nature and nurture so cannot gain credit.
Mark for (b) = 1 out of 8

Total mark awarded = 2 out of 12

How the candidate could have improved their answer

(a) The candidate needed to focus more on what Milgram told the participants rather than a generic description of what punishment might do to someone.

(b) The similarity should have been explored further by the candidate. They needed to tell the examiner specific aspects and examples from the study. The candidates must ensure they pick elements of the studies that were different, and explain this, e.g. the sampling technique.

Common mistakes candidates made in this question

(a) Having an entire answer about what was told to participants after 'drawing lots' rather than before.

(b) Only naming or briefly describing a similarity and/or difference.

(b) Using a study that was not from the social approach as the comparison study.

Question 9

Example Candidate Response – high	Examiner comments

+ ethics
+ validity

– Generalisability
– ecological validity /
mundane realism

9   Evaluate the study by Pepperberg (parrot learning) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about the use of animals in psychological research.

The use of animals in psychological research remains an ongoing debate; it is important to note that their use is essential in furthering our knowledge of animals and thus, of the world. Ethical guidelines are employed, however, to minimize the any negative effects that could arise from such research. The study by Pepperberg showed clearly abided by the guideline: 'Housing' and 'Reward, Deprivation & aversion'; where Alex was free to roam the lab during the day, but was confined to a cage during the night. Constant water, food, and toys were available to Alex (e.g. seeds and walnuts/fresh fruit), suggesting how he was not deprived and thus. This makes the study more ethical.

A weakness of the study is that it was a case study of one African Grey parrot, who has been in training for 14 years. This limits the generalisability of the results to other African Grey Parrots who are in the wild and took no part in psychological research; so are, consequently, different in regards of their cognitive abilities. This renders the study less useful as its participant is not representative of the target population; so applying said results to wildlife African Grey Parrots would simply be invalid.

However, the lab experiment ensured that measures were taken to increase the validity of the experiment.; such as that Alex was trained by a secondary trainer who never trained Alex on 'same' and 'different' and so eliminated any prospect of experimenter cuing. Also, the questions were administered made by a student outside of the research, and so neither Alex nor the principle trainer knew what question was were & which question would come on a given day. This decreased any subjectivity and thus, allowed for more valid results. Additionally, the use of quantitative data; the correct number of responses [10]

1 The candidate has started by covering the named issue, which ensures they cover the demands of the question.

2 A well-laid out argument stating why the study could be considered ethical, using examples directly from the Pepperberg study.

3 A clear weakness is given which is described in the context of the Pepperberg study.

4 The candidate gives another well-argued strength using a direct example from Pepperberg.

Example Candidate Response – high, continued	Examiner comments

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Question 8:
(a) breached the ethical guidelines of 'Protection', 'informed consent' and 'deception'. In the study by Milgram, participants were deceived about the true aim of the experiment and were told it examined the effects of punishment on learning, and were thus unable to give their informed consent, and suffered psychological harm as evident by the signs of nervousness such as sweating. Similarly, in the study by Piliavin et al, the participants did not know that they were being observed and thus could not give their informed consent, and were deceived in that they believed the victim was really drunk or ill, which might have caused them psychological harm such as tension or nervousness (to witness such an emergency)

Question 9:
made the study more valid as it gave objective results. Not allow for conducting statistical analysis
The study could be criticized in terms of its ecological validity, however, as it was carried out in an artificial setting that was unlike the Alex's natural environment, and thus the findings could be said to be less generalisable to real life setting. Also, the task of saying 'whats same' and 'whats different' is low in mundane realism as it is not a task engaged in throughout Alex's daily life and so could also be said to limit the generalizability of the findings (5)

(5) A final weakness is given here and it is in the context of the Pepperberg study.

Total mark awarded = 10 out of 10

How the candidate could have improved their answer

The answer was very thorough but the candidate should have written more succinctly and tried not to use extra paper.

Example Candidate Response – middle	Examiner comments

9 Evaluate the study by Pepperberg (parrot learning) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about the use of animals in psychological research.

The study by Pepperber was a case study, ~~which gives~~ it is using *using* these type of experiment ~~has~~ it is a strength *in advance* because the ~~p~~ researcher is focused only on one individual in this case the parrot Alex.

(1) It is a benefit using case study also because the researcher collects a lot of information only and specifically for its participant (Alex).

A weakness of ~~using~~ that study as using case study is that the gain information collect from the parrot Alex may not be ~~abb~~ applyed to another individual which makes in unique.

The study by Pepperberg use also *laboratory* experimental not only case study which means that the study had ~~sta~~ strengths like standardised procedure with ~~a~~ high levels of controls, and the IV was directly affecting the DV's which allows other

(2) researchers to replicate it easily and test its reliability. Weaknesses of these experiment ~~can be~~ are the low ecological validity. Also the sampling method used in that study is opportunity which mean that ~~at~~ the parrot Alex was chosen randomly ~~and it was allat arout~~

About the use of animals in ~~ph~~ psychological research is that animals must be treated well during the study, the animal must be provided food, weather and safe place for leaving/sper sleeping.

For example Alex was provided with a ~~cage~~ cage enought for

(3) his size.

....[10]

(1) The candidate gives two brief points about the use of case studies but they do not provide explicit links to Pepperberg (they just state Alex).

(2) The candidate raises valid points here but none of them are explicitly in the context of Pepperberg.

(3) The candidate does fulfil the requirements of the named issue here but it is only very briefly in context.

Total mark awarded = 5 out of 10

How the candidate could have improved their answer

The candidate needed to ensure that every evaluative comment that they made, was in the context of the Pepperberg study. If the evaluation is written in a way that can be applied to more than one study then it is not in context and can only be awarded partial credit.

Example Candidate Response – low	Examiner comments
9 Evaluate the study by Pepperberg (parrot learning) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about the use of animals in psychological research. Strengths A: The same parrot was used throughout the training the Scientist didn't use more than one because the Study would then be more biased and more complicated B: The Scientist worked one on one with the parrot so the parrot was comfortable and better able to adapt. Weaknesses A: The animals laws only certain test could be run, so the animal had to be taken care of and it could not be harmed by any means necessary. B:	1 The candidate has not explained the terminology used. The examiner would not know why this could be a strength. 2 This is a generic comment that could apply to any research that uses animals as participants. **Total mark awarded = 2 out of 10**

How the candidate could have improved their answer

The candidate should have followed the rules of the question by giving two strengths and two weaknesses. Each evaluative point needed to be in the context of the Pepperberg study. The candidate should have explained why something was a strength or a weakness.

Common mistakes candidates made in this question

- Not giving the correct number of strengths and/or weaknesses.
- Giving more than the required number of strengths and/or weaknesses.
- Not covering the named evaluative point.
- Not making the evaluative points in the context of the named study.