

A LEVEL

Candidate Style Answers

PSYCHOLOGY

H567

For first teaching in 2015

Unit 2: Psychological themes through core studies

Version 1



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Introduction

This resource has been produced by a senior member of the A Level Psychology examining team to offer teachers an insight into how the assessment objectives are applied.

As these responses have not been through full moderation, they are banded to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

The sample assessment material for these answers and commentary can be found on the A Level Psychology web page and accessed via the following link: <http://www.ocr.org.uk/Images/171771-unit-h567-02-psychological-themes-through-core-studies-sample-assessment-materials.pdf>



Unit 2: Psychological themes through core studies

Section A: Answer all the questions in Section A

Question 1

With reference to Milgram's study of obedience:

Describe what the study found in relation to how individuals respond to people in authority.

[4]

Sample answer(s)

(a) Milgram's study found that, although in general most individuals will obey a legitimate authority figure even when they are asked to do things that go against their ethical and moral beliefs, such as giving other people electric shocks when they answer a memory question wrongly, they show signs of extreme tension such as sweating, trembling, stuttering, etc. whilst doing so.

(b) Milgram found that, in general most individuals will obey a legitimate authority figure even when they are asked to do things that go against their ethical and moral beliefs but, whilst doing so, show signs of extreme tension such as sweating, trembling, stuttering, etc. whilst doing so.

(c) The study showed that, in general, people are obedient to individuals they see as legitimate authority figures.

(d) In general, people are obedient.

Examiner commentary

(a) This is a clear, accurate and fully contextualised description of what Milgram found in relation to how individuals respond to people in authority so would be awarded the full **4 marks**.

(b) This is an accurate description of what Milgram found in relation to how people respond to authority but there is no real context i.e. there is no reference to what participants actually had to do in this study to show obedience. It would therefore be awarded **3 marks**.

(c) This is a vague/partial answer as there is no contextualisation to the named study. **2 marks** would be awarded.

(d) This is an extremely basic response with no contextualisation. The response is not incorrect but lacks any relevant details. It would be awarded **1 mark**.

How the answer could be improved/ model answer

Milgram's study found that, in general, individuals will obey a legitimate authority figure, even if what they are asked to do goes against their ethical and moral beliefs. He found that the majority of participants were prepared to obey what they believed to be a legitimate authority figure by administering severe electric shocks to another individual merely because they made errors in a word-pairing task.

Question 2

From Kohlberg's study into the stages of moral development:

Describe the **two** stages of preconventional moral thinking.

[4]

Sample answer(s)

(a) Kohlberg proposed that the preconventional level of moral development (which children go through between the ages of 4 – 10) consists of two stages. The first stage is 'punishment and obedience orientation in which children keep set rules, regardless of their human meaning or value, to avoid punishment. The second stage is known as 'instrumental-relativist orientation' in which children behave in an expected and acceptable way because doing so allows them to satisfy their own needs, and occasionally those of others. Elements of fairness are present, but they are always interpreted in a physical, pragmatic way.

(b) Kohlberg proposed that the preconventional level of moral development consists of two stages. The first stage is 'punishment and obedience orientation in which children keep set rules to avoid punishment. The second stage is known as 'instrumental-relativist orientation' in which children behave in an expected and acceptable way because doing so brings them pleasant rewards.

(c) Kohlberg's two stages of preconventional moral development are: Stage 1: punishment and obedience orientation; Stage 2: instrumental-relativist orientation.

(d) The two stages of preconventional moral development are: Stage 1: orientation towards punishment and unquestioning deference to superior power. The physical consequences of action regardless of their human meaning or value determine goodness or badness.

(e) The first stage is: orientation toward punishment and unquestioning deference to superior power.

Examiner commentary

(a) This is a detailed and accurate description of both of the stages of preconventional moral development as proposed by Kohlberg. Each stage is identified and a clear description accompanies each named stage. The response would be awarded the full **4 marks**.

(b) Although this is an accurate description that includes reference to both Stage 1 and Stage 2 of preconventional moral development as proposed by Kohlberg, the response lacks overall detail. **3 marks** would however be awarded.

(c) This would be considered a vague response as the two stages are merely identified. **2 marks** would be awarded.

(d) This would be as a partial answer as one stage is described. **2 marks** would be awarded.

(e) This response would be awarded **1 mark** as one of the two stages of preconventional moral development is merely identified.

How the answer could be improved/ model answer

Stage 1: Orientation toward punishment and unquestioning deference to superior power. The physical consequences of action regardless of their human meaning or value determine goodness or badness. **Stage 2:** Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms of those of the marketplace. Elements of fairness, of reciprocity and equal sharing are present, but they are always interpreted in a physical, pragmatic way. Reciprocity is a matter of 'you scratch my back and I'll scratch yours', not of loyalty, gratitude or justice.

Question 3

Describe **one** similarity between Sperry's split brain study and Casey et al.'s study of neural correlates of delay of gratification. [3]

Sample answer(s)

(a) Both studies were laboratory-based. Sperry used a room in which the specialised equipment - the tachistoscope – and materials – objects for identification by touch alone -were set up in a specific way to test the effects of hemisphere disconnection, and Casey et al. used a room specially set up with a screen and equipment for the go/no go task and a medical laboratory containing a fMRI scanner.

(b) Participants in both studies were given specific tasks to complete. For example, Sperry's participants had to complete a set of visual and tactile tasks.

(c) Both studies used complex scientific equipment.

Examiner commentary

(a) An appropriate similarity is identified (both studies took place in a laboratory) and supported with clear, appropriate evidence from both the named studies. **3 marks** would be awarded.

(b) An appropriate similarity is identified (participants in both studies had to complete set tasks) but supporting evidence from only one of the named studies is provided. The response would therefore be awarded **2 marks**.

(c) This response merely identifies an appropriate similarity between the named studies. There is no contextualisation so only **1 mark** would be awarded.

How the answer could be improved/ model answer

(a) Both studies used complex scientific equipment. Sperry used a tachistoscope to flash images to either the participant's right or left visual field and Casey et al. used fMRI to examine neural correlates of delay of gratification.

(b) Participants in both studies were given specific tasks to complete. Sperry's participants had to complete a set of visual and tactile tasks and Casey et al.'s participants had to complete a delay of gratification/impulse control task.

Question 4

From Levine's study into cross-cultural altruism:

Outline how Levine investigated helping behaviour.

[3]

Sample answer(s)

(a) Levine investigated helping behaviour through the use of a field experiment conducted in 23 large cities around the world e.g. New York, Calcutta, Madrid and Rome. Three helping behaviours were measured. These were whether pedestrians would help (a) a person who dropped a pen (b) a person with a bad leg who was trying to pick up a pile of magazines (c) an apparently blind person who was trying to cross the road at a pedestrian crossing.

(b) Levine investigated helping behaviour through the use of a field experiment conducted in different countries around the world to see whether pedestrians would help either a person who had dropped a pen or an apparently blind person who was trying to cross the street.

(c) Levine investigated helping behaviour by testing to see if a passer-by would help a person with a bad leg who was trying to pick up a pile of magazines in the street.

Examiner commentary

(a) This is a clear and accurate outline of how Levine investigated helping behaviour which refers to both the 23 different locations and the three independent variables. The full **3 marks** would be awarded.

(b) Although this outline includes reference to the fact that different locations around the world were used to test for helping behaviour, as only two of the independent variables are included, only **2 marks** would be awarded.

(c) This response would only gain **1 mark** as it is merely an identification of one of the independent variables measured in the named study.

How the answer could be improved/ model answer

A field experiment was conducted in 23 large cities around the world, including New York and Kuala Lumpur. Three types of helping behaviour were measured: alerting a pedestrian who had dropped a pen; offering to help a pedestrian with a hurt leg trying to reach a pile of dropped magazines; assisting a blind person across the street.

Question 5(a)

From Maguire's study of taxi drivers:

Suggest the purpose of using a correlation in this study.

[2]

Sample answer(s)

(a) The purpose of using a correlation in this study was to see if there was a relationship between the volume of grey matter in the posterior and anterior hippocampi and the length of time that each of the taxi drivers had spent as a taxi driver.

(b) Maguire used a correlation to investigate the relationship between the volumes of the posterior and anterior hippocampi and the length of time taxi drivers had spent in their profession.

(c) The purpose of using a correlation in this study was to see if there was a relationship between two specific variables.

Examiner commentary

(a) This is a clear, accurate and fully contextualised suggestion (through the references to the posterior and anterior hippocampi and time spent as a taxi driver) which would be awarded the full **2 marks**.

(b) This is also a clear, accurate and fully contextualised suggestion (through the references to the posterior and anterior hippocampi and time spent as a taxi driver) which would be awarded the full **2 marks**.

(c) This response is a mere identification of the purpose of a correlation. There is no contextualisation to the named study so only **1 mark** would be awarded.

How the answer could be improved/ model answer

The purpose of using a correlation in this study was to see if there was a relationship between the volume of grey matter in specific brain regions e.g. the hippocampus and the length of time spent as a taxi driver (including both time training to be a taxi driver and time spent as a qualified taxi driver).

Question 5(b)

From Maguire's study of taxi drivers:

Describe what the correlation indicated in this study.

[2]

Sample answer(s)

(a) The correlation indicated that the longer the individual had worked as a taxi driver, the smaller the volume of grey matter in the anterior hippocampus.

(b) The correlation indicated that the longer the individual had worked as a taxi driver, the greater the volume of grey matter in the posterior hippocampus.

(c) The correlation indicated a positive correlation between the two variables.

Examiner commentary

(a) This is an appropriate and fully contextualised description of what the correlation indicated in the named study. **2 marks** would be awarded.

(b) This is also an appropriate and fully contextualised description of what the correlation indicated in the named study. **2 marks** would be awarded.

(c) This is a vague, uncontextualised response. As it is not incorrect it would be awarded **1 mark**.

How the answer could be improved/ model answer

The correlation was positive indicated that the longer the individual had worked as a taxi driver, the greater the volume of grey matter in the posterior (particularly the right posterior) hippocampus.

Question 6

Outline **one** conclusion that can be drawn in relation to visual inattention from Simons and Chabris' study.

[2]

Sample answer(s)

(a) One conclusion that can be drawn from this study is that many individuals fail to notice an ongoing and highly salient but unexpected event such as a gorilla or umbrella-woman moving across the screen if they are already engaged in a primary monitoring task such as watching a videotape of a basketball game.

(b) Because results showed that the unexpected event (gorilla/umbrella-woman walking across the screen) was visually dissimilar to the event being attended to (a game of basketball), one can conclude that observers are more likely to notice unexpected events if those events are visually similar to the events they are paying attention to.

(c) One conclusion that can be drawn from Simons and Chabris' study is that the level of inattention blindness depends on the difficulty of the primary task.

Examiner commentary

(a) This is an appropriate conclusion that is clearly and fully contextualised. **2 marks** would be awarded.

(b) This is another appropriate conclusion that is clearly and fully contextualised. **2 marks** would be awarded.

(c) This is a vague/partial response as there is no actual contextualisation to the named study. Merely including the researcher's names in an answer is not considered as contextualisation. The response would therefore be awarded **1 mark**.

How the answer could be improved/ model answer

(a) Individuals demonstrate a perceptual phenomenon of sustained inattention blindness for dynamic events such as either a gorilla or an umbrella-woman walking through a game of basketball being watched via a videotape.

(b) The level of inattention blindness depends on the difficulty of the primary task. If the primary is difficult, e.g. watching a videotape of a basketball game, individuals will not attend to an unexpected event such as a gorilla or an umbrella-woman moving through the game as the primary task of watching the basketball game is complex and demanding.

Question 7

Explain the different external influences on children's behaviour in Bandura's study on the transmission of aggression and Chaney et al.'s 'Funhaler' study.

[4]

Sample answer(s)

(a) Bandura's study shows that behaviour can develop through the process of social learning where individuals observe the behaviour displayed by significant others and then, when later given the opportunity, imitate the behaviour witnessed. Children in this study who observed a model behave aggressively towards a Bobo doll were more likely to imitate such behaviour when later given the opportunity than children who observed either a non-aggressive model or no model at all. On the other hand Chaney et al.'s study shows that behaviour can develop through the process of operant conditioning where individuals repeat behaviours that have led to pleasant consequences. Adherence to asthma medication was improved because the use of the 'Funhaler' produced pleasant consequences which acted as behavioural reinforcement

(b) Bandura's study shows behaviour can develop through observation/social learning processes like seeing models being aggressive, whilst Chaney et al.'s study shows behaviour can develop through operant conditioning / behavioural consequences with his Funhaler.

(c) Bandura's study shows that behaviour can develop through the process of observational learning. Children who observed a model behave aggressively towards a Bobo doll were more likely to imitate such behaviour when later given the opportunity than children who observed either a non-aggressive model or no model at all.

(d) Behaviour can develop through the process of observational learning or the process of operant conditioning.

Examiner commentary

(a) This is a detailed, accurate and fully contextualised explanation which clearly shows two different external influences on children's behaviour. Both are appropriately supported with evidence from the named studies. The full **4 marks** would be awarded.

(b) This is an accurate explanation showing the way behaviour can develop in both Bandura's and Chaney et al.'s study but as there is limited contextualisation, therefore only **3 marks** would be awarded.

(c) This is a partial answer as the explanation, though clear and accurate, only refers to one of the named studies i.e. Bandura's study. The response would be awarded **2 marks**.

(d) This is a very basic answer that does not even indicate which study showed how behaviour can develop through the process of observational learning or which study showed behaviour could develop through the process of operant conditioning. There is no actual contextualisation to either study. The response would be awarded **1 mark**.

How the answer could be improved/ model answer

Bandura's study shows that behaviour can develop through the process of learning through observation/social learning processes. Children who observed a model behave aggressively towards a Bobo doll were more likely to imitate such behaviour when later given the opportunity than children who observed either a non-aggressive model or no model at all. On the other hand Chaney et al.'s study shows that behaviour can develop through the process of operant conditioning (learning through consequences). Adherence to asthma medication was improved because the use of the 'Funhaler' produced pleasant consequences which acted as behavioural reinforcement.

Question 8

From the Baron-Cohen et al. study into autism in adults:

Describe the purpose of the 'Basic Emotion Recognition Task' (Emotion Task).

[2]

Sample answer(s)

- (a) The Basic Emotion Recognition Task was used to check whether any deficits on The Eyes task could be attributed to a deficit in basic emotion expression recognition.
- (b) As a check for The Eyes Task.
- (c) To see whether participants could recognise basic emotional responses.

Examiner commentary

- (a) This is a clear, accurate and fully contextualised (through reference to The Eyes task) description of the purpose of the Basic Emotion Recognition Task and would therefore be awarded the full **2 marks**.
- (b) This is a vague response which fails to identify what the check referred to i.e. to see if difficulties on The Eyes task could be related to the inability to recognise basic emotions. The response would be awarded **1 mark**.
- (c) A partial response as there is no contextualisation as required by the question. **1 mark** would be awarded.

How the answer could be improved/ model answer

The Basic Emotion Recognition Task was used to test if difficulties on the Eyes task were specific to the mental state attribution component (autistic/AS, Tourette's or normal) or was due to the processes of emotion recognition and face perception.

Question 9

Suggest how Freud's study of Little Hans is relevant to the area of individual differences.

[3]

Sample answer(s)

- (a) The individual differences area sees everyone as unique with unique behaviours which differ from anyone else's. Freud's study is relevant to this area because although Freud believed every boy experiences the Oedipus complex, the way Little Hans displayed this subconscious experience through a phobia of horses which Freud believed was actually a fear of his father (because he would castrate him if he found out about his sexual desires for his mother) was unique to him. This fear will be displayed differently by other young boys.
- (b) Individual differences sees everyone's behaviour as unique because their genetic and physiological make up, their personal qualities and their social experiences are all different. Freud's study is relevant to this area as Little Hans' phobia was unique to him.
- (c) Hans' fear of horses was unique to him; others experiencing the Oedipus complex may behave differently.
- (d) Individual differences sees everyone's behaviour as unique because their genetic and physiological make up, their personal characteristics and their experiences are different to anyone else's.

Examiner commentary

(a) A clear and fully contextualised suggestion which refers to the area of individual differences and the relevance of Freud's study to this area, with the suggestion being supported with evidence from the named study (through reference to the Oedipus complex and its unique manifestation in Hans). The response would be awarded the full **3 marks**.

(b) This is a reasonable suggestion of why Freud's study is relevant to individual differences but the response lacks depth and clarity. For example Hans' phobia has not been identified, no reference is made to either Freud's proposed stages of psychosexual development or the Oedipus complex and the relevance of the phobia is not considered. There is however adequate information to award **2 marks** (a sound outline of the individual differences area is provided and an appropriate link made to the named study).

(c) This is a vague response. Neither an outline of the area of individual differences nor the relevance of Freud's study to this area is provided. This response merely provides appropriate evidence from the named study to illustrate the area of individual differences. **1 mark** would be awarded.

(d) This is a partial answer as it is merely an outline of the area of individual differences with no supporting evidence from the named study i.e. there is no contextualisation. The response would therefore be awarded **1 mark**.

How the answer could be improved/ model answer

The individual differences area sees everyone as unique in genetic and physiological make up, personal qualities and social experiences. These differences are displayed through their behaviour so everyone behaves differently. Freud's study is relevant to this area as, although Freud believed every child went through set stages of psychosexual development, the way Little Hans displayed his subconscious fear of his father whilst experiencing the Oedipus complex was unique to him. Not every young boy will display this fear through a displacement/projection onto horses as Hans did. Other young boys may display this fear in different ways.

Question 10(a)

From Grant et al.'s study into context-dependent memory:

Describe how the sample was obtained in this study.

[2]

Sample answer(s)

(a) Eight members of a psychology class acted as experimenters and each asked five friends or acquaintances to act as participants.

(c) Students who acted as experimenters asked friends to be participants.

(c) Through psychology students asking acquaintances to participate.

Examiner commentary

(a) This is a clear and accurate description of how Grant et al obtained their sample, contextualised through the reference to 'a psychology class' and the correct number of both experimenters and participants). **2 marks** would be awarded.

(b) A partial answer with no real contextualisation i.e. no reference is made to the fact that the student were from a psychology (laboratory) class or how many experimenters or participants were involved. The response would be awarded **1 mark**.

(c) This is a vague response which although contextualised through the reference to 'psychology students' does not go far enough. There is no reference to the fact there were eight psychology students, each of whom recruited five acquaintances who became the participants. **1 mark** would be awarded here.

How the answer could be improved/ model answer

Through a snow-balling effect where eight members of a psychology laboratory class served as experimenters with each experimenter recruiting five acquaintances to serve as participants.

Question 10(b)

From Grant et al.'s study into context-dependent memory:

Suggest **one** way in which this sample may be biased.

[2]

Sample answer(s)

(a) Participants were recruited by the experimenters and were probably their friends. Therefore the sample was not representative of the general population and was made up of certain types of people, so it was biased.

(b) There were more males than females in the sample

(c) Experimenters were all from the same psychology class.

Examiner commentary

(a) This is a clear and fully developed suggestion. A possible bias is identified (the sample were known by the experimenters) and a reason for the bias is provided (not representative). The full **2 marks** would be awarded.

(b) This is a mere identification of a reason why the sample may be biased (there were more males than females). No identification is made of the possible bias (the sample did not equally represent both genders). The response would therefore be awarded **1 mark**.

(c) This is again a mere identification of a reason why the sample may be biased (experimenters were all from the same psychology class). No identification is made of the possible bias (the sample may therefore not have been representative of the whole population). The response would be awarded **1 mark**.

How the answer could be improved/ model answer

(a) Participants were acquaintances of the psychology students who acted as experimenters so may have possessed similar characteristics that may have made them unrepresentative of the whole population.

(b) Participants were aged between 17 to 56 years which is not representative of the whole population's age span.

Question 11

From Gould's study into bias in IQ testing:

Outline **one** problem with the design of the IQ tests used by Yerkes.

[2]

Sample answer(s)

- (a) Many of the army recruits were illiterate/uneducated so could not read the questions.
- (b) Multiple-choice questions were based on American history and culture so were incomprehensible to many of the recruits who were recent immigrants.
- (c) Tests were in English.

Examiner commentary

(a) This is a clear and fully contextualised (through the reference to 'army recruits') reason which would be awarded the full **2 marks**.

(b) This is a clear and fully contextualised (through the reference to 'American history and culture' and 'many of the recruits who were recent immigrants') reason which would be awarded the full **2 marks**.

(c) This is a vague/partial answer as it is a mere identification of a problem with the design of the specified IQ tests. The response needed further development to illustrate why using tests in English was a problem. **1 mark** would be awarded.

How the answer could be improved/ model answer

(a) The tests involved writing, yet many of the army recruits were illiterate/uneducated so could not write.

(b) Images used in the test were based on white American middle-class history and culture so could not be recognised by many of the recruits who were recent immigrants, knowing little or nothing about American history or culture.

Section B: Answer all the questions in Section B**Question 12(a)**

Describe the difference between an individual explanation for behaviour and a situational explanation for behaviour.

[4]

Sample answer(s)

(a) An individual explanation for behaviour would hold that because every individual is unique due to their individual genetic composition, physiology, personality factors and experiences, one should expect everyone to behave differently whereas a situational explanation for behaviour would hold that factors in the environment such as the actual situation and other people who are present at the time of the event are major influences on how an individual behaves.

(b) An individual explanation for behaviour is one that holds every single person's behaviour to be unique to them and so different to everyone else's whereas a situational explanation for behaviour is one that says that environmental factors surrounding people influence their behaviour.

(c) An individual explanation sees behaviour due to a person's characteristics whereas a situational explanation sees behaviour due to environmental factors.

(d) An individual explanation for behaviour is one that focuses on a single individual deeming behaviour to be unique to them due to a combination of innate and experiential factors such as DNA, personality, cognitions and development.

(e) The difference is that one says behaviour is caused by the person whilst the other says it is caused by the environment.

Examiner commentary

(a) This is a detailed and accurate description of the difference between both an individual and a situational explanation for behaviour and would be awarded the full **4 marks**.

(b) An accurate description of both explanations of behaviour but lacking some detail e.g. suggestions as to why everyone is unique, examples of environmental factors. This response would be awarded **3 marks**.

(c) This is a vague answer which lacks any details relating to both 'a person's characteristics' and 'environmental factors'. **2 marks** would be awarded.

(d) This is a partial answer as it is only a description of one of the required explanations for behaviour. **2 marks** would therefore be awarded.

(e) This is a basic description which shows very little understanding of either explanation for behaviour. **1 mark** would be awarded.

**How the answer could be improved/
model answer**

An individual explanation for behaviour is one that focuses on a single individual deeming behaviour to be unique to them due to a combination of innate, genetic and experiential factors such as DNA, personality, cognitions and development whereas a situational explanation for behaviour is one that focuses on environmental factors holding that such things as current events, social stimuli and other people are major influences in an individual's behaviour.

Question 12(b)

Explain how **one** psychological study can be considered as providing an individual explanation for behaviour.

[5]

Sample answer(s)

(a) The individual differences area sees everyone as unique in genetic and physiological make up, personal qualities and social experiences. These differences are displayed through their behaviour so everyone behaves differently. Freud's study is relevant to this area as, although Freud believed every child went through set stages of psychosexual development, the way Little Hans displayed his experience of the Oedipus complex (part of the phallic stage of psychosexual development) was unique to him. Not every young boy will display the same symptoms as Little Hans.

Freud conducted a longitudinal case study and documented the case of Little Hans (a five-year old boy at the time the report was written) and showed how his fears, dreams and fantasies were symbolic of his unconscious passing through the phallic stage of psychosexual development. Data was gathered by Little Hans's father (a firm believer of Freud's ideas) regularly observing and questioning Hans. He then sent records of the events and conversations to Freud who interpreted the information and replied to Little Hans's father with advice on how to proceed.

Hans developed a phobia of horses which was considered by Freud as a subconscious fear of his father because the dark around the mouth of a horse + the blinkers resembled the moustache and glasses worn by his father. He was also particularly fearful of being bitten by a white horse. This fear seemed to be linked to an incident when Hans overheard a father say to a child "Don't put your finger to the white horse or it will bite you." This fear was interpreted by Freud as a fear of castration. Hans feared his father because he was experiencing the Oedipus complex in which a boy has subconscious sexual desires for his mother and fears that if his father finds out he will castrate him. Hans was also found to be prone to fantasies and daydreams. These included a giraffe fantasy, two plumber fantasies and a parenting fantasy. Hans' daydream about giraffes was a representation of him trying to take his mother away from his father so he could have her to himself showing again that he was experiencing the Oedipus complex; his parenting fantasy (where he fantasised about becoming a father with his own mother as the mother of the children) again linked to the Oedipus complex; whilst his second plumber fantasy was interpreted as him now identifying with his father and having passed through the Oedipus complex and coming to the end of the phallic stage of psychosexual development. The way Hans displayed his subconscious fear of his father was unique to him. This fear would be displayed differently by other young boys.

(b) An individual explanation for behaviour shows that everyone is unique. Baron-Cohen's study in theory of mind showed this because he found that high-functioning adults with autism/AS performed badly on an adult theory of mind test (The Eyes Task) compared to both adults with Tourette Syndrome and 'normal adults', showing they were unique. He used The Eyes Task (an advanced theory of mind task which involved participants having to decide, between a forced choice of two, the emotion being shown in a series of 25, black and white, standardised photographs of eyes. Results showed the mean score for adults with autism/AS was significantly lower (16.3/25) than either those with TS (20.4/25) or those who were deemed 'normal' suggesting they have an impaired theory of mind and cannot attribute emotional states as seen through photographs of eyes to other people, suggesting individual differences, caused by their autism, lead them to behave differently to either 'normal' adults or those with Tourette Syndrome.

(c) The individual differences area sees everyone's behaviour as unique to them. Freud's study shows this because although though Freud believed every boy experiences the Oedipus complex, the way Little Hans displayed this subconscious experience was unique to him, other boys would behave differently. Hans developed a phobia of horses which Freud believed was actually a fear of his father (because he would castrate him if he found out about his sexual desires for his mother). He also had several dreams and fantasies, such as a giraffe fantasy, that Freud linked to Hans' experiencing the Oedipus complex.

Examiner commentary

(a) This response shows very good knowledge of and understanding of an appropriate study. The justification makes it clear why the named study (Freud's) can be considered as providing an individual explanation for behaviour. The outline is accurate and covers the main components of the study. The response would be placed in Level 3 and awarded the full **5 marks**.

(b) This response shows a good knowledge and understanding of an appropriate study. The outline is accurate but there are several omissions e.g. reference to the Strange Stories, the Basic Emotions Task, the Gender Recognition Task, the research method used. The evaluation of how the chosen study provides an individual explanation for behaviour could have been developed further and in more depth. The answer would be placed in **Level 2**.

(c) Few of the main components of the study are included e.g. the research method is not identified, the sample is not clearly identified, there are very few findings. The evaluation of how the named study provides an individual explanation for behaviour is limited and shows little real understanding. The response would be placed in **Level 1**.

How the answer could be improved/ model answer

The ability to develop a theory of mind (TOM) is a cognitive ability that develops by degrees from infancy through childhood and adolescence on into adulthood. 'Normal' individuals by about the age of 4 can recognise that other people have minds and that their minds may hold different information and by the age of 5 can understand that someone who appears happy may actually be sad i.e. their theory of mind is developing. However Baron-Cohen found that high functioning adults with autism/AS performed badly on an adult theory of mind test (The Eyes Task) compared to both adults with Tourette Syndrome (another organic, childhood-onset psychiatric disorder) and 'normal' adults, showing that their individual differences in genetic and cognitive make up made them, as a group, unique. Such individual differences are displayed through behaviour which in this case meant they were unable to attribute emotional states as seen through photographs of eyes to other people, suggesting lack of a fully developed theory of mind.

Baron-Cohen conducted a quasi-experiment using three groups of participants: individuals with high-functioning autism/AS, individuals with Tourette Syndrome and individuals who were deemed 'normal'. The Eyes task (the main theory of mind task) which involved participants being shown 25, black and white, standardised photographs of the eye region of faces -male and female - each for 3 seconds, and then making a forced choice between two mental state words - target and foil - to best describe what the person in the photograph was feeling or thinking; the Strange Stories (another test for theory of mind); and two control tasks (Gender Recognition of the Eyes Task, Basic Emotion Recognition Task) were presented in random order to participants. Participants were tested individually in a quiet room either in their own home, in the researchers' clinic or in the researchers' laboratory at Cambridge University. Results of The Eyes task showed the mean score for adults with TS (20.4/25) was not significantly different from normal adults (20.3/25) but both were significantly higher than the autism/AS mean score (16.3/25), supporting Baron-Cohen's suggestion that adults with autism/AS have an impaired theory of mind. Their individual differences, caused by their autism, lead them to behave differently to either 'normal' adults or those with Tourette Syndrome.

Question 12(c)

Evaluate the usefulness of providing a situational explanation for behaviour.
Support your answer with evidence from **one** appropriate psychological study.

[6]**Sample answer(s)**

(a) A situational explanation for behaviour suggests that environmental factors such as social stimuli and other people are significant influences on behaviour. Providing a situational explanation for behaviour is useful because it offers opportunities for managing a situation. For example, Piliavin's study showed that when in a confined space people do not diffuse responsibility, rather they pull together as a group and offer help to an individual in need. Such findings suggest that if we need help when in a fairly confined space we should manage the situation by not asking an individual for help but by approaching or appealing to a group of people because, for whatever reason, they may be more likely to offer assistance. Similarly, taking a situational explanation for behaviour is useful because it offers opportunities for managing behaviour. Piliavin's study showed that an apparently lame person is more likely to receive help than an apparently drunk person. Such knowledge allows us to encourage people to abstain from alcohol because if they collapse drunk they cannot expect any assistance! This study also showed a degree of same race helping, meaning white people were more likely to help white people than black people and vice versa. This may have been because there was more racial prejudice at the time Piliavin's study was conducted. However we can manage behaviour by encouraging individuals not to show prejudice by teaching them that anyone, regardless of race or creed, in an accident situation should be offered help. On the other hand providing a situational explanation for behaviour is somewhat reductionist as it focuses on aspects of the environment that can influence behaviour and ignores individual factors such as personality, genetic composition, and cognitions that can also influence behaviour. For example, in Piliavin's study although all the passengers in the carriage were in the same situation and witnessed the same event, men were more likely to help than women. This could have been because all passengers applied a cost-benefit analysis to the situation and whereas the women decided that, for them, the risks were greater than the benefits, the men concluded that they had nothing to lose so offered assistance. Individual differences in personality and cognitions may therefore have influenced the participants' helping behaviour, not aspects of the actual situation. Therefore, the situational explanation is not particularly useful, as it ignores the interaction of different factors to explain behaviour.

(b) A situational explanation for behaviour suggests that environmental factors such as current events, other people and the situation are significant influences on behaviour.

Providing a situational explanation for behaviour is useful because it allows learning experiences to be designed to encourage desired behaviour. Piliavin's study showed that men were more likely to help a victim than women when in a confined space. Schools could include scenarios in their PSHE lessons which would encourage girls to offer help to people in need, especially if there is no real risk to their own well-being. A weakness of using a situational explanation for behaviour is that it is reductionist as it only focuses on aspects of the environment that can influence behaviour. For example, in Piliavin's study although all the passengers in the carriage were in the same situation and witnessed the same event, men were more likely to help than women. This could have been because of individual differences such as personality and cognitions which may have influenced the participants' behaviour as well as the situation.

(c) A situational explanation for behaviour suggests that environmental factors such as current events and other people are significant influences on behaviour. Providing a situational explanation for behaviour is useful because it offers opportunities for managing behaviour. Piliavin's study showed that if you want help don't get drunk.

(d) A situational explanation for behaviour suggests that environmental factors such as current events and other people are significant influences on behaviour. A strength of this explanation is that it allows changes in the environment to be made to encourage pro-social behaviour. A problem with using a situational explanation for behaviour is that it is reductionist as it only focuses on aspects of the environment that can influence behaviour and ignores other factors such as peoples' personalities, cognitions etc.

Examiner commentary

(a) This response shows very good knowledge and understanding of the situational explanation for behaviour. The evaluation of the usefulness of the situational explanation for behaviour is very good and includes two strengths and one weakness of this explanation all of which are supported by appropriate evidence from Piliavin's study. The response would be placed in **Level 3**.

(b) Good knowledge and understanding of the situational explanation for behaviour is shown and there is a reasonable evaluation of this explanation with one strength and one weakness of the explanation being provided, both being supported by appropriate evidence from Piliavin's study. The response would be placed in **Level 2**.

(c) This shows sound knowledge and understanding of the social explanation for behaviour. One strength of using this explanation is provided (it offers opportunities for managing behaviour) but the supporting evidence is vague and very limited. The response would be placed in **Level 1**.

(d) This also shows sound knowledge and understanding of the social explanation for behaviour. One strength and one weakness of using the explanation are provided but as neither is supported by any evidence the response must be placed in **Level 1**.

How the answer could be improved/ model answer

A situational explanation for behaviour holds that environmental factors such as current events, the situation itself and other people are significant influences on behaviour. Providing a situational explanation for behaviour is useful because it offers opportunities for managing behaviour. For example, Bandura's study into the transmission of aggression showed that children who witnessed an adult behave aggressively were more likely to imitate the aggressive acts when given the opportunity than children who either witnessed a non-aggressive model or who saw no model at all. This suggests that adults and significant others should not display aggressive behaviour in front of children if pro-social behaviour is to be encouraged. Conversely, if we want children to be aggressive, for example, when playing rugby, we need to demonstrate appropriate aggressive actions so they can observe them and imitate them at the appropriate time. Similarly, taking a situational explanation for behaviour means that if there are aspects of the immediate environment that encourage anti-social behaviour we can manage the environment or the situation so this doesn't happen. Again in Bandura's study, the children when in the second room were given desirable toys to play with, then after about 2 minutes these were taken away from them. This was to upset the children and make them angry. If such results are to be prevented we should ensure that children are not given things to play with, eat or wear. If we know they will be taken away from them in the very near future. Likewise, if we don't want children to behave in an aggressive manner we should not allow them to play with aggressive toys such as guns and mallets. The children in Bandura's study showed aggressive behaviour through the use of these items when left to play alone in the third room. On the other hand providing a situational explanation for behaviour is somewhat reductionist as it focuses on aspects of the environment that can influence behaviour and ignores individual factors such as personality, genetic composition, cognitions and physical attributes that can also influence behaviour. Although Bandura tried to control levels of aggression through the use of a matched participants design so aggressiveness was equally distributed between the different groups of participants, one cannot say that individual characteristics and natural predispositions did not influence, at least to some extent, the way the children behaved. This was shown through there being no difference in aggression levels between the group of children who saw the non-aggressive model and the group who did not have a model, suggesting that observing a non-aggressive model did not have an inhibiting effect on the children's subsequent behaviour, as anticipated, and that factors other than the environment influenced the way they behaved..

Question 12(d)

Identify and discuss **four** ethical considerations in relation to the study of individual differences. Support your answer with evidence from appropriate psychological studies.

[20]

Sample answer(s)

(a) There are many ethical considerations that have to be made when conducting research into individual differences. These include informed consent, deception, confidentiality and stress. Potential participants have the right to know what is going to happen so that they can give their informed consent. For example in Hancock's study all the psychopathic and non-psychopathic murders volunteered to take part and were told at the beginning of the interview both the purpose of the study and the procedure that would follow. On the other hand, Little Hans did not consent to be studied by Freud as his father gave consent on his behalf. Researchers should avoid deceiving participants. As Little Hans did not know he was actually being studied he was deceived. In the report by Gould on the IQ testing of US army recruits in WW1, all participants were deceived as to the use Yerkes would make of the results of the tests. Another ethical consideration is confidentiality. All identities and data should remain confidential unless the participant(s) agree otherwise. Confidentiality was maintained in the study by Hancock et al as the identities of neither the psychopathic nor the non-psychopathic murders were disclosed. In Freud's study Little Hans was not the boy's real name. A fourth ethical consideration when studying individual differences is that of short-term psychological harm or stress as participants should leave the study in the same state as they entered it. Thigpen and Cleckley's study may have caused any three of the identified personalities – Eve White, Eve Black or Jane – some elements of stress. Little Hans, in Freud's study could have experienced some stress when being repeatedly asked personal questions by his father but this most likely would have been short-lived and easily forgotten by such a young child so no real harm was caused.

(b) Psychologists studying individual differences must consider the following ethical issues: informed consent, confidentiality, the right to withdraw and stress. Participants should always give consent to take part in any study. This was done in Hancock et al's study as the murderers all volunteered to be interviewed. Confidentiality should always be maintained and no participants' names should be published. Little Hans' real name was not given in Freud's study and the names of the murderers in Hancock et al's study are not known. Participants should be given the right to withdraw at any point throughout the study. Eve White could have withdrawn at any time by not turning up for therapy sessions. No participant should suffer any undue stress. Baron-Cohen's participants could have suffered some stress when doing the tests.

(c) When studying individual differences researchers must consider the issue of informed consent. Gould's participants did not give their consent to be part of a study. Researchers must also make sure participants are protected from any physical or psychological harm. Another ethical concern is the right to withdraw. Participants should be given the right to withdraw at any point throughout the study. Little Hans could not do this. A fourth ethical concern is deception. Participants should not be deceived as to the aim or purpose of the study.

Examiner commentary

(a) Four appropriate ethical considerations are identified (consent, deception, confidentiality and stress. Discussion shows reasonable understanding, analysis and interpretation. The answer is generally focused and shows a reasonable degree of elaboration. Suggestions are appropriately structured and clearly expressed. There is an appropriate use of psychological terminology. There is a line of reasoning presented with some structure. The question requires evidence from appropriate psychological studies, however in this A Level paper it is not stated that these studies must be core studies. The response would be placed in **Level 3**.

(b) Discussion is limited but shows some understanding. The answer has some focus and shows some evidence of elaboration though the expression of ideas lacks clarity. There is a limited use of psychological terminology. The information is supported by limited evidence. The response would be placed in **Level 2**.

(c) This is a basic response with limited, sparse evidence. No real discussion is involved though four appropriate ethical considerations have been included. Structure is weak and no real understanding is evident. The response would be placed in **Level 1**.

How the answer could be improved/ model answer

The study of individual differences poses many ethical and moral considerations, especially if the person or people being studied stand any chance of being labelled as 'different or abnormal', thus providing the potential to stigmatise people and lead them to be treated in a negative way. Therefore when studying individual differences researchers must ensure that confidentiality is maintained throughout. The individual(s)' identity should not be disclosed. Confidentiality was maintained in the study by Hancock et al as the identities of neither the psychopathic nor the non-psychopathic murders were disclosed. All we know is that the 52 participants were all male, aged between 14-50 years, and were incarcerated in Canadian correctional facilities at the time of the study. Likewise, Gould reported about the IQ testing of 1.75 million army recruits in the USA during WW1 but not one of the recruits' names was identified. Even Freud and Thigpen and Cleckley gave their participants false names in order to retain confidentiality – Hans and Eve White respectively – though subsequent to the publication of these studies their names became well known.

Researchers should also obtain informed consent from participants. This generally means those taking part should have sufficient knowledge about a study so they know whether or not they want to take part. In Freud's study Little Hans's father gave consent for his son to be studied because he wrote to Freud asking for advice because his son's behaviour was causing him concern. Hans himself, because of his young age, was too young to give his own consent, however minimum harm was caused to Hans. Likewise, the autistic/AS and Tourette's participants in Baron-Cohen's study gave their consent as they were all volunteers with the autistic/AS participants being recruited through an advert in the National Autistic magazine and a variety of clinics whilst the Tourette's participants were recruited from a referral centre in London.

A third ethical consideration when studying individual differences is the protection of participants. Participants should not be put at any greater physical or psychological risk than they would expect in their day-to-day lives. This includes not

causing participants undue stress. Thigpen and Cleckley's study may have caused any three of the identified personalities – Eve White, Eve Black or Jane – some elements of stress. For example, Eve White may have been stressed when she was told of the information she had disclosed whilst under hypnosis. She may also have been distressed she was told she had a third personality, Jane. The stress would, however have been short-term as both these instances lead to her further knowledge and understanding of what was wrong with her which was one of the main aims of the study. Likewise, the participants in Baron-Cohen's study may have found completing The Eyes task, the Strange Stories Task, the Basic Emotion Recognition Task and the Gender Recognition Task somewhat stressful, especially those who found the tasks difficult. However this would have again been short-term and as participants had consented to take part, the knowledge and understanding gained from the study far outweighed the small amount of stress experienced by participants whilst completing the tasks. Little Hans, in Freud's study could have experienced some stress when being repeatedly asked personal and possibly weird questions by his father but as his treatment allowed him to successfully overcome his Oedipus complex one can suggest the possible short-term stress was worth-while.

A fourth ethical consideration when studying individual differences is the right to withdraw. All participants should be made aware that they can remove themselves and their data from a study at any time. This was certainly not the situation for Little Hans. He was unaware at the time that he was even being studied by Freud so had no opportunity to withdraw either himself or his data. Similarly, the army recruits reported on by Gould would have had no opportunity to withdraw themselves from the actual IQ tests, or their data from Yerkes and army records, as they were included as part of the recruitment procedure and for the allocation of individuals to ranks and jobs within the army. On the other hand, Eve White could have withdrawn herself at any time from Thigpen and Cleckley's study by saying that she no longer wanted to take part in therapy sessions. In fact, on at least one occasion, Eve Black refused to continue answering questions. It is probably impossible to conduct useful psychological research that is completely ethical but psychologists must consider such issues as these to ensure minimum risk to both themselves and their participants.

Section C: Answer **all** the questions in Section B

Please refer to the SAM for the original article relating to Peppa Pig:

<http://www.ocr.org.uk/Images/171771-unit-h567-02-psychological-themes-through-core-studies-sample-assessment-materials.pdf>

Question 13(a)

Identify **one** psychological issue raised by the above article. Support your answer with evidence from the article.

[5]

Sample answer(s)

(a) One issue raised by the article is that, through observational learning, children are acquiring and demonstrating anti-social behaviours from programmes they watch on television i.e. observation and imitation. The article reports that one father expressed his despair because his four-year-old son had taken to splashing in muddy puddles on his way to school, 'copying Peppa's favourite pastime'. Additionally, a mother reported that her daughter 'kept saying "no" and "yuk" in a really high and mighty way, just like Peppa does' and many parents complained that their children had started to 'copy the naughty behaviour of the cartoon pig and her younger brother, George, by answering' them back. Peppa Pig is a cartoon character who is seen as a role model for children and she 'has become a hit with children'. They therefore watch the programme, see Peppa and George's behaviour as acceptable, and so copy it whenever they are given the opportunity to do so, there may be an element of vicarious reinforcement here.

(b) One issue raised by the article is that children are copying bad behaviour. For example they are copying the 'naughty' behaviour of Peppa Pig and her brother George by answering back to their parents.

(c) One psychological issue raised by the article is that children are copying bad behaviour from cartoons shown on television. They are observing behaviour shown by significant others and then, through the process of social learning, imitating the behaviour shown when the opportunity arises.

Examiner commentary

(a) This response shows good knowledge and understanding of an appropriate psychological issue: through observational learning children can acquire and demonstrate anti-social behaviours. The identified issue is well-supported by several appropriate pieces of evidence from the article and the answer is well structured with good use of appropriate psychological terminology. The response would be placed in **Level 2**.

(b) This response shows a reasonable knowledge and understanding of an appropriate psychological issue raised by the article. The issue however needs developing much further in relation to the processes of observational/social learning. Only one piece of appropriate evidence is provided to support the identified issue although there are several in the article. The response would be placed in **Level 1**.

(c) Although an appropriate issue is identified and described, no supporting evidence is provided, making this a partial answer. It would be placed in **Level 1**.

How the answer could be improved/ model answer

One psychological issue raised by the article is that children are copying bad behaviour from cartoons shown on television. Evidence to support this suggestion is firstly in the title, '..... children copy cartoon character by answering back'. Within the article itself it says that many parents 'complain their sons and daughters have started to copy the 'naughty' behaviour of the cartoon pig'. The article also says that one father reported that his son had started to splash in muddy puddles copying 'Peppa's favourite pastime' and a mother complained that her daughter repeatedly said "no" and "yuk", in a high and mighty manner 'just like Peppa does'. This infers children are observing behaviour shown by significant others on television, in this case Peppa Pig, and then, through the process of social learning, imitating the behaviour shown when the opportunity arises.

Question 13(b)

Briefly outline **one** piece of psychological research **and** explain how it could relate to the issue you have identified.

[8]

Sample answer(s)

(a) Bandura's study showed that children who observed an aggressive model were subsequently more likely to behave aggressively than children who either saw a non-aggressive model or no model at all. This links to the article because it says that children who watched the naughty behaviours displayed by Peppa and her brother George later imitated these behaviours when in similar situations. In Bandura's study, one group of children observed an adult model behaving aggressively towards a Bobo doll, another group saw an adult model behave non-aggressively by ignoring the doll and another group did not see a model at all. Later, when put to play in a room on their own, the children who had observed the aggressive model showed many more acts of imitated aggression towards the Bobo doll than either the children who had observed the non-aggressive model or the children who had not seen a model. This showed that children will copy behaviour they have observed. The article suggests that children who watch the television cartoon 'Peppa Pig' behave in a similar way by copying the bad behaviour displayed by Peppa and her brother George when they have the chance, just like the children did in Bandura's study.

(b) Bandura's study showed that children can observe and then copy behaviour. In his study children either watched an adult behave aggressively to a Bobo doll, non-aggressively by ignoring the Bobo doll, or saw no model at all. When the children were left alone to play in a room containing a Bobo doll and other toys those who had previously observed an aggressive model were more likely than either of the other two groups to act aggressively towards the doll, imitating many of the aggressively acts they had observed. In the article children behaved in a similar way by imitating behaviour they had seen on television.

(c) Bandura's study showed that children, like the ones referred to in the article can observe and then copy behaviour. In Bandura's study children watched an adult behave aggressively towards a Bobo doll whilst in the article children watched Peppa Pig's naughty behaviour on television. In both cases children then imitated the behaviours they had observed.

Examiner commentary

(a) This response shows a reasonable knowledge and understanding of an appropriate piece of psychological research though some examples of both the physical and verbal aggressive acts imitated by the children should be included. The use of the named study is justified and understanding of why the study relates to the given article is evident. Examples from the article should be included to illustrate the ways in which children imitate behaviours shown by models. The response would be placed in **Level 3**.

(b) The outline of the chosen study is reasonably accurate though few real details are included. There is some understanding of why the named study links to the article but this needs developing in much more detail with supporting examples from the given article. The response would be placed in **Level 2**.

(c) The outline of Bandura's study is extremely basic and lacks all fine details. There is a reasonable application of knowledge and understanding to explain how this study relates to the given article. The response would be placed in **Level 1**.

How the answer could be improved/ model answer

A **Level 4** answer:

Bandura's study on the transmission of aggression through the imitation of aggressive models showed that children who observed aggressive behaviour displayed by an adult model were likely to imitate that behaviour when subsequently given the opportunity to do so. This links to the Peppa Pig article because the report says that children who watched the 'naughty' behaviours displayed by Peppa and her brother George later imitated these behaviours when in similar situations. In Bandura's study participants were divided into three conditions – a group who observed an adult model – either male or female – behave aggressively towards a Bobo doll, a group who observed an adult model – either male or female – act non-aggressively by ignoring the Bobo doll and playing with other toys, and a group who were not given the opportunity to observe a model at all. When subsequently placed in a similar environment and left to play on their own, the children who had observed the aggressive model were

much more likely to behave in an aggressive manner towards the Bobo doll than either those who saw a non-aggressive model or those who saw no model at all. Many of the physical and verbal aggressive acts displayed by the children were the same as those previously displayed by the model. For example they copied such physically aggressive acts as striking the Bobo doll with a mallet, sitting on the doll and punching it in the nose, kicking the doll, tossing the doll in the air. They also copied such verbally aggressive comments as "Sock him", "Kick him" and "Pow". The article reports that children behave in similar ways after watching the behaviour of Peppa Pig on the television: they copy her naughty behaviour by splashing in muddy puddles on the way to school thus copying Peppa's favourite pastime; copy Peppa and her brother George's naughty behaviour, by answering their parents back; and even say "no" and "yuk", in a high and mighty manner just like Peppa does. Both Bandura's study and the article indicate that if children observe an adult or significant model behave in anti-social ways, they learn such behaviours are acceptable and then, when appropriate opportunities arise they imitate them.

Question 13(c)

Use your psychological knowledge to suggest how the issue you have identified in question 13(a) could be managed.

[8]

Sample answer(s)

All answers relate to the issue that children can learn undesirable behaviours (through watching television programmes).

(a) The issue I identified could be managed through the application of Skinner's theory of operant conditioning which says that individuals learn from the consequences of their behaviour. Behaviour that brings pleasant consequences through positive reinforcement is likely to be repeated whereas behaviour that is either punished or ignored is unlikely to be repeated. I would suggest that nursery schools build opportunities into their curricular which allow children's pro-social behaviours to be rewarded. Each class teacher could have a 'star' chart stuck on the wall. Each child's name would be listed and every time a child shows exceptional pro-social behaviour they should be allowed to stick a star on a line beside their name. Such behaviours could include tidying up without being asked, helping another pupil spontaneously, and not shouting out for a whole morning if they are prone to such behaviour. Unacceptable behaviours should be punished in some way e.g. not being allowed out to play at break time though punishment should be given in a quiet, non-confrontational way so too much attention is not brought to the child's bad behaviour. At the end of each week the stars should be totalled and the child with the most stars allowed to select a reward from the teacher's box of prizes / goodie box. This could then be developed by working out which child in each class received the most stars over the whole month. The child with the most stars would be rewarded with a special 'Good Behaviour' certificate which is then presented in a weekly whole-school assembly. At the end of each term a 'Good Behaviour' trophy (not a model of Peppa Pig!) could then be awarded to the child who gained the most good behaviour stars over the whole term. The pro-social behaviour displayed by the children will therefore bring pleasant consequences and will, hopefully, be maintained in the future. In this way appropriate behaviour is being rewarded through positive reinforcement.

Sample answer(s) (continued)

(b) Through the application of Skinner's theory of operant conditioning and Bandura's social learning theory children could be encouraged to behave in socially acceptable ways. Parents could use a rewards chart which could have columns to record both pro and anti-social behaviour. Parents could then mark on the chart every time a child displays either pro- or anti-social behaviours. At the end of the week the totals for both types of behaviour would be added up and if the pro-social behaviours totalled more than the anti-social, the child could be given a small reward, such as an extra £1 pocket money. In this way appropriate behaviour is being rewarded through positive reinforcement as suggested by Skinner. Parents can also make every effort to model appropriate behaviours so that through the application of Bandura's social learning theory the child will have the opportunity to observe, learn and subsequently imitate socially acceptable behaviours such as saying "Thank you" when someone gives them something. Such initiatives would allow children to learn which behaviours are socially acceptable and which are not.

(c) To manage my identified issue I suggest that the person / people who make the Peppa Pig cartoon be asked to make sure that in their films, when Peppa or George display anti-social behaviours they are punished and when they display pro-social behaviours they are rewarded. For example when Peppa answers back she should be told off and sent out of the room for a few minutes but when she says "Please" or "Thank you" she should be praised for being polite. Children will then see that good behaviour brings pleasant consequences so they will behave in the same way. This is applying Skinner's learning theory.

(d) If parents are concerned that their children are learning bad behaviour from television programmes such as Peppa Pig, they should not allow them to watch such programmes until they are old enough to understand that sometimes, behaviour shown in cartoons is not acceptable in real life. The psychologist Dr Aric Sigman says in the article that "Some 80 per cent of brain development is between birth and three years old, so if they spend a lot of time watching TV, they will copy forms of behaviours that they see on the TV." Therefore I would suggest that children under the age of three should not be allowed to watch such programmes as this would prevent them having the opportunity to observe, learn and then copy bad behaviour.

Examiner commentary

(a) This response shows good application of psychological knowledge and understanding in relation to Skinner's theory and how this could be applied to the issue. The strategy is accurate and many details have been included about how it could be implemented and developed. There is a well-developed line of reasoning which is clear and logically structured. The response would be placed in **Level 4**.

(b) Good knowledge and understanding is shown of how the issue could be managed. Application of psychological knowledge is reasonable and is appropriate to the identified issue though both the relevance of Skinner's and Bandura's theories need further development. Further detail is needed in relation to how the suggestion could be implemented and developed e.g. what behaviours are going to be considered pro/anti – social. The response would be placed in **Level 3**.

(c) Reasonable knowledge and understanding of how the issue could be managed is evident. The proposed strategy is reasonably accurate and some details have been included about it could be implemented e.g. praising Peppa Pig when she is polite. There is however no real consideration of how the strategy could be developed and the application of psychological knowledge are limited. The response would be placed in **Level 2**.

(d) Although an acceptable suggestion, this response does not show how a strategy could be implemented or developed. There is some evidence of psychological knowledge relating to Bandura's social learning theory which is well linked to the extract taken from the given article. The response would be placed in **Level 1**.

How the answer could be improved/ model answer

The article says that Peppa Pig is a hit with children so it would be very difficult to stop children watching the cartoon and seeing naughty or unacceptable behaviours. However through the application of Skinner's theory of operant conditioning and Bandura's social learning theory children could be encouraged to behave in socially acceptable ways rather than anti-social ways. Parents could devise some sort of 'rewards' chart which they stick on the wall/door. This could have columns to record both pro and anti-social behaviour. Pro-social behaviours could include saying "Please" and "Thank you", not arguing/answering back, using a knife and fork properly, not having temper tantrums; whilst anti-social behaviours could include being rude/answering back, arguing/questioning reasonable requests, talking out-of-turn. Parents could then mark on the chart every time a child displays any of the behaviours listed. At the end of the week the totals for pro-social and anti-social behaviours would be added up and if the pro-social behaviours amount to 80% or more of the total behaviours recorded, the child could

be given a small reward, such as an extra half an hour's playtime before bed on the Friday night. After a month, if 90% of the behaviours recorded are pro-social ones, a slightly bigger reward could be given such as a trip out somewhere – but not to see a film of Peppa Pig! The pro-social behaviour displayed by the child will thus bring pleasant consequences and will, hopefully, be maintained in the future. In this way appropriate behaviour is being rewarded through positive reinforcement. Skinner's theory holds that behaviours that are rewarded through positive reinforcement are likely to be repeated whilst those that are punished or ignored are less likely to be repeated. At the same time, parents can make every effort to model appropriate behaviours. For example, at meal times, they can make sure they use all cutlery properly, use a table napkin, say "Please" and "Thank you" at appropriate times; when going for a walk in rainy or muddy weather they can make sure they wear wellingtons and only jump in little puddles; they can avoid arguing in front of their child etc. Through this application of Bandura's social learning theory the child will then be given the opportunity to observe, learn and subsequently imitate socially acceptable behaviours. Such initiatives would allow children to learn which behaviours are socially acceptable and which are not.

Question 13(d)

Assess your suggestion given in question 13(c) for managing the issue you have identified.

[14]

Sample answer(s)

All answers relate to the suggestions made in a-d in question 13(c).

(a) The use of a star chart to encourage pro-social behaviour is cheap and easy to construct and display. One problem with using such things as star charts is that if they are to be beneficial, behaviour must be monitored and recorded consistently. It will be difficult for class teachers to monitor behaviour all the time and therefore there is a risk that behaviours may be missed / overlooked.

The child may then feel they have either 'got away' with poor behaviour or not been credited for good behaviour. The former may lead to the child becoming devious, the latter to a feeling of 'why bother?' It may however be fairly easy to recognise both exceptionally good behaviour and unacceptable behaviour as these will stand out from the norm shown by the rest of the class.

Another difficulty with using a rewards chart is that the child may show the desired and / or undesired behaviours only when they are at nursery or school. Good behaviour may be displayed to get praise from other class-mates and peers, and poor behaviour displayed because the child has a 'captive audience' to whom s/he may become a hero as they are seen as challengers to authority. If the behaviours being monitored are not checked by everyone around the child, including parents, or carers. The child may become confused about how to behave in different environments. Perhaps the teachers could mention their rewards chart to parents and carers who may want to replicate the procedure at home so consistency is maintained. Consistent application of a star chart could however bring very positive results. The positive reinforcement of pro-social behaviour through the use of both social and material rewards will give the child the opportunity to develop a positive self-image and high self-esteem. This will increase confidence and hopefully make the child more popular with their friends and peers.

Sample answer(s) (continued)

Using rewards to reinforce behaviours can lead to the behaviours only being displayed because they ultimately bring an extrinsic reward but research has shown that if social rewards such as 'well done' accompany the material reward, motivation to adopt acceptable behaviour is increased. Teachers should therefore try to make certain that social rewards are given at the same time as material rewards. Teachers should also be advised to ensure that the same child does not win every week or term and that other children get chance to gain the prizes / trophy. If the same child wins every time they may become 'big-headed' and called a 'goodie-goodie', whilst the other children will eventually see little point in behaving well as their efforts are never rewarded.

(b) It may be difficult for parents to monitor behaviour all the time and therefore there is a risk that behaviours may be missed / overlooked. Another difficulty with using a rewards chart is that the child may only show the desired and / or undesired behaviours when they are at home because they know their good behaviour will be rewarded and their poor behaviour punished. They may therefore behave differently when away from home. If the star chart is used consistently it could however bring very positive results as the child will have the opportunity to develop a positive self-image and high self-esteem. My suggestion that parents model appropriate behaviours may help both the child and its parents. The child will have the opportunity to observe, learn and then imitate pro-social rather than anti-social behaviour whilst the parents will be given the opportunity to remind themselves how to behave 'properly'. However parents who frequently fight and argue may find this difficult. The use of a star chart to encourage pro-social behaviour is both cheap and easy to construct and display.

(c) It may be very difficult to contact the producer(s) of the Peppa Pig cartoon though parents might be able to achieve this through the educational advisers who work for the television channel that airs the cartoon series. It may also be difficult to persuade the cartoon writers to change their approach so that the programmes promote Peppa's pro-social behaviours and punish her anti-social behaviours because children enjoy watching bad or silly behaviour more than sensible, good behaviour, it is funnier. Writers and producers would therefore be concerned that their audience numbers may drop as the programme becomes less appealing.

(d) It is easy to stop children watching TV; all you have to do is either remove the plug or have a 'programme block' added to the television. However, just stopping children watching unsuitable TV programmes at home does not mean they will not watch them whilst at their friends' homes.

Examiner commentary

(a) The analysis, interpretation and evaluation is appropriate and many details are included explaining the implications. Understanding, expression and use of psychological terminology are very good. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. The response would be placed in **Level 4**.

(b) The analysis, interpretation and evaluation is mainly appropriate and several details are included explaining the implications. There are good links to the suggested strategy though more links need to be made to psychological theory. A reasonably structured line of reasoning is presented and the evaluation is supported by some evidence. The response would be placed in **Level 3**.

(c) The analysis, interpretation and evaluation is limited with some details included explaining the implications. There are some links to the suggested strategy though the information contains no real understanding of psychological theory. The response could be developed much further in relation to both limitations and strengths of the suggested strategy. The answer would be placed in **Level 2**.

(d) This is an extremely basic analysis and evaluation of the identified strategy. There are no links to psychological theory and there is little structure or evidence of real understanding. The response would be placed in **Level 1**.

How the answer could be improved/ model answer

There are practical implications with the use of a rewards chart. Firstly, parents must make it clear which behaviours are going to be targeted. There should not be too many pro-social and anti-social behavioural categories. No child can be 'perfect' and all behaviour cannot be evaluated without the child feeling they are under constant surveillance which may lead to them developing negative feelings and low self-esteem. Therefore deciding which behaviours to monitor must be considered carefully.

Another difficulty with the use of a rewards chart is that to be successful, it must be used consistently. It will be very difficult to monitor behaviour all the time and therefore there is a high risk that behaviours may be missed / overlooked. The child may then feel they have either 'got away' with poor behaviour or not been credited for good behaviour. The former may lead to the child becoming devious, the latter to a feeling of 'why bother?' and deflation. In a similar strain parents may forget to fill in the chart, especially if the behaviour happens whilst they are outside the home environment or cannot find a pen at the time. Perhaps monitoring behaviour only in the home and at certain times of the day would make the initiative easier to apply. A problem then arises if any of either the desired or undesired behaviours occur outside the set monitoring times – what should parents do about this?

Another difficulty with only parents using a rewards chart is that the child may show the desired and / or undesired behaviours either when they are at nursery / school or with other people. If the behaviours being monitored are not checked by everyone around the child, the child may become confused about how to behave in different environments. Perhaps the parents could mention their rewards chart to teachers so that, although they cannot record behaviours on the chart, they can at least make appropriate verbal comments of either praise or criticism so consistency is maintained. Using rewards to reinforce

behaviours can lead to the behaviours only being displayed because they ultimately bring an extrinsic reward. If tangible rewards are used too readily, an individual may not produce desired behaviour for intrinsic self-satisfaction but merely for material gains. This has been shown in prisons where token economies which are similar initiatives, encourage prisoners to demonstrate good behaviour. However, research has shown that once the benefits or rewards are removed behaviour deteriorates and the individual resorts to the original, undesired behaviour. Therefore the rewards a parent gives the child must vary in both value and content with the programme having a set time scale. If the child's behaviour deteriorates once the rewards are removed, another system or initiative can be instigated e.g. specific social skills training or cognitive behavioural therapy.

Having acknowledged that the use of a rewards chart may not be as easy as it sounds, consistent application could be extremely successful. Through the positive reinforcement of pro-social behaviour the child is given the opportunity to develop a positive self-image and high self-esteem. This will increase confidence and make the child more popular with those in their immediate social environment. Suggesting that parents model appropriate behaviours may serve as a benefit to both the child and their parents. The child will have the opportunity to observe, learn and then imitate pro-social rather than anti-social behaviour whilst the parents will be given the opportunity to remind themselves how to behave 'properly'. As the parents have decided to initiate the use of a rewards chart, they will be motivated to model acceptable behaviours to ensure their child has every opportunity to copy them. The child in turn is motivated to do this because at the end of the week/ month they will receive a reward. The task of modelling pro-social behaviour may prove problematic for some parents, especially if through either nature or nurture they have become aggressive, argumentative, inconsiderate etc. Still, they could rise to the challenge, making the initiative successful for all involved!



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