

Areas and Perspectives Q's & Answers



1. **Explain** one application of the cognitive area of psychology. **(4)**

Mark Scheme

<p>Explain one application of the cognitive area of psychology.</p> <p><u>Possible applications:</u></p> <ul style="list-style-type: none"> • Interviewing of witnesses by police and lawyers. • Improving student revision techniques. • Cognitive Behaviour Therapy • Play strategies to develop perception • Techniques to increase recycling activities <p><u>Example answers:</u></p> <ul style="list-style-type: none"> • One application of the cognitive area is to improve the questioning of witnesses by the police/ lawyers (<i>identify application</i>). Within interviews they would avoid the use of leading questions/ ask more open questions in an interview to increase the accuracy of testimony. (<i>why/how used</i>). This is because Loftus and Palmer found that the way a question is phrased will influence the memory of an event (<i>concept of the area</i>), in their study the verb in a question affected the speed a witness 'remembered' a vehicle travelling (<i>elaboration of research/dev of theory</i>). • One application of the cognitive area has been to encourage schools/colleges to provide quiet areas for students to revise for exams (<i>identify application</i>). These study spaces would match the conditions of the exam as they are sat in silence (<i>how/why it is used</i>). The cognitive area is interested in factors influencing internal processes such as memory (<i>Clear understanding of principle</i>). Research has suggested that those learning in matched conditions have improved recall compared to mismatched conditions. • Other appropriate practical applications should be credited. 	<p>4</p>	<p>4 marks – A clear and accurate explanation of a relevant application of the cognitive area which contains these four features:</p> <ul style="list-style-type: none"> • Identifies an appropriate cognitive application. • Explains the application – i.e. how/why it is used. • Shows clear understanding of a principle or concept of the cognitive area. • Elaboration on research/ development of theory <p>3 marks – A reasonable explanation of a relevant application of the cognitive area which contains 3 of the above four features.</p> <p>2 marks – A limited explanation of a relevant application of the cognitive areas which contains 2 of the above four features.</p> <p>1 mark – A basic explanation e.g. simply identifying an application of the cognitive area.</p> <p>0 marks – No or incorrect answer.</p> <p>NB. Appropriate cognitive applications from H567/03 (Module 3) should be considered creditworthy and marks awarded as given above.</p>
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2. **Outline** ways in which the biological area can be considered scientific. **Support** your answer with evidence from any appropriate core studies. **(8)**

Mark Scheme

<p>Outline ways in which the biological area can be considered scientific. Support your answer with evidence from any appropriate core studies.</p> <p><u>Likely ways in which the biological area can be considered scientific, all of which should be supported by appropriate evidence:</u></p> <ul style="list-style-type: none"> • Interested in the biological processes/changes such as genetic testing, brain structure and/or hormones • Provide clear predictions which can be scientifically tested and proven/falsified. • Experimental method which means cause and effect can be inferred. • Use laboratory experiments where an IV can be manipulated/ a naturally occurring IV can be implemented to show its effect on a DV, providing empirical evidence for a hypothesis. • Produce quantitative data • Can use standardised procedures which enable replicability • Produce objective/emphasise objective measurement. • Usually take place in controlled environments, so the influence of extraneous variables is limited increasing the likelihood of causal relationships. • Reduces behaviour into its component parts and focuses on a single factor as being the main influence on behaviour. This single factor can be isolated and scientifically tested/examined to establish whether it is the cause of an individual's behaviour. • Other appropriate descriptions should be credited. <p>Evidence should be provided from Sperry (1968), Casey et al. (2011), Blakemore and Cooper (1970) and/or Maguire et al. (2000). The evidence should be used effectively to specifically support the point being made, rather than just generally described.</p>	<p>8</p>	<p>7-8 marks – For a clear and accurate outline that:</p> <ul style="list-style-type: none"> • Identifies at least two ways in which the biological area can be considered scientific. • Supports suggestions with appropriate evidence from at least two studies. <p>5-6 marks - For a reasonably clear and accurate outline that:</p> <p>Either</p> <ul style="list-style-type: none"> • Identifies two ways in which the biological area can be considered scientific with only one suggestion being supported with adequate evidence. <p>Or:</p> <ul style="list-style-type: none"> • Identifies two ways in which the biological area can be considered scientific with evidence for both suggestions being weak/vague or only one study used. <p>3-4 marks – For a limited outline that:</p> <p>Either</p> <ul style="list-style-type: none"> • Identifies one way in which the biological area can be considered scientific, supported with some evidence. <p>Or:</p> <ul style="list-style-type: none"> • Identifies two ways in which the biological area can be considered scientific but with no supporting evidence. <p>1-2 marks – For a basic/weak answer that merely outlines a way in which the biological area can be considered scientific with no supporting evidence</p> <p>NB. If only one way is considered, apply the guidelines given above, but award no more than 4 marks.</p>
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3. **Compare** the biological area with the social area. **Support** your answer with evidence from appropriate core studies. **(8)**

Mark Scheme

<p>Compare the biological area with the social area. Support your answer with evidence from appropriate core studies.</p> <p><u>Possible similarities between the areas:</u></p> <ul style="list-style-type: none"> • Practical applications in the real world. • Research can be reductionist. • Deterministic conclusions in research. • Allow for the use of experiments where researchers can manipulate an IV to study its effect on a DV. • Can gather quantitative data. • Can use scientific methodology. <p><u>Possible differences between the areas:</u></p> <ul style="list-style-type: none"> • The biological area supports the nature side whereas the social area supports the nurture side. • The biological area supports the individual side whereas the social area supports the situational side. • There tend to be more ethical issues with research in the social area. e.g. studies in the social area often involve deception and fail to gain informed consent whereas studies in the biological area gain consent and do not deceive participants. • Although research in both areas can be scientific, research in the biological area tends to be more scientific. • Research in the biological area is objective whereas research in the social area can be subjective. • The biological area usually uses laboratory experiments which take place in controlled environments whereas the social area often uses field experiments. • The social area is more likely to gather qualitative data than the biological area. • The social area is more likely to gather ecologically valid data than the biological area. • Social area uses cross cultural studies whereas biological are often in one area/location • Other appropriate points of comparison should be credited. 	<p>8</p>	<p>7–8 marks - For a thorough comparison of both areas. The arguments are developed and coherent. There are clear and valid comparisons between the two areas. At least two points of comparison are made. Each comparison point is supported by appropriate evidence from both areas and elaborated.</p> <p>Or</p> <p>Three points which are not as well elaborated</p> <p>5-6 marks - For a good consideration of both areas. At least two points of comparison are made. There is some coherency to the arguments made. Identified comparison points are supported by appropriate evidence from both areas but may lack elaboration.</p> <p>3-4 marks – For a reasonable consideration of both areas. At least one point of comparison is considered and supported by appropriate evidence from both areas, though this may be somewhat vague.</p> <p>Or</p> <p>Two points of comparison with support from one area</p> <p>1-2 marks - For a basic comparison of both areas. There is unlikely to be any appropriate supporting evidence</p> <p>0 marks – No creditworthy response.</p>
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4. Discuss the individual/situational explanations debate in psychology. Support your answer with evidence from appropriate core studies. (15)

Mark Scheme

<p>Discuss the individual/situational explanations debate in psychology. Support your answer with evidence from appropriate core studies.</p> <p>Knowledge of individual/situational debate:</p> <ul style="list-style-type: none"> The situational explanation explains behaviour being caused by the environment a person is in. The individual explanation explains behaviour being caused by dispositional/internal factors. <p>Discussion of Individual explanation</p> <ul style="list-style-type: none"> Research from the Biological/cognitive area supports individual explanations Recognises freedom of choice/ gives people responsibility for their actions. Provides opportunities to develop practical applications that focus on changing factors such as faulty cognitions, moralistic values. Provides a holistic explanation for behaviour as it takes into account individual differences. By attributing the cause of behaviour to individual factors can lead to socially sensitive research as the implications of the findings could suggest a person's race, age, gender, disability, etc cause behaviours/ can cause stigma and discrimination. By suggesting behaviour is due to the personal characteristics and traits of an individual, the possibility that the environment/ other people have an effect on people's behaviour is ignored. it is reductionist. <p>Discussion of Situational explanations</p> <ul style="list-style-type: none"> Situational explanations are supported by the social/ developmental area. Suggests behaviour is predictable, so researchers can establish cause and effect. Allows for prediction and control/infers that behaviour can be changed by improving the environment. Recognises that people cannot always be held responsible for their actions. By suggesting behaviour is caused by the environment/ people in the surrounding environment, ignores the possibility that people's individual personality characteristics/ traits can have significant effects on their behaviour, i.e. it is reductionist. By suggesting behaviour is caused by the situation personal responsibility is removed. Other appropriate points should be credited. <p>Evidence can be cited from any core study that supports the side of the debate under consideration.</p>	<p>15</p>	<p>12-15 marks - For a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. A range (at least 3) of points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.</p> <p>8-11 marks - For a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. A range of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Evidence is used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.</p> <p>4-7 marks - For a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. There is evidence of attempts to draw conclusions. Evidence may be used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.</p> <p>1-3 marks - For a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. Relevant evidence is weak or not apparent at all. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate.</p> <p>0 marks – No creditworthy response.</p> <p>NB. Maximum of 8 without clear evaluation/discussion of the debate. If only describing the debate, maximum of 2 marks. If only evaluating the debate with no core study evidence cap at 7 marks.</p>
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5. **Discuss** the usefulness of psychological research placed in the developmental area. **Support** your answer with evidence from appropriate core studies. **(15)**

Mark Scheme

<p>Discuss the usefulness of psychological research placed in the developmental area. Support your answer with evidence from appropriate core studies. [15]</p> <p><u>Reasons why research placed in the developmental area is useful are likely to include:</u></p> <ul style="list-style-type: none"> • Findings can inform us about how external factors can influence our behaviour. • Findings allow for practical applications to be developed to help manage behaviours. • If the study is conducted in a participant's natural environment, the study will be high in ecological validity. • If an experiment is used, single variables can be isolated and tested to allow cause and effect conclusions to be drawn. • If the study uses a longitudinal design, there is an indication of how behaviour(s) develop over time. • If quantitative data is gathered, comparisons can be made, and practical applications developed. • If qualitative data are gathered, a detailed insight is gained into the topic being researched. <p><u>Reasons why research in the developmental area may not be useful:</u></p> <ul style="list-style-type: none"> • If samples are limited findings will lack generalisability. • If the research investigates a socially sensitive issue findings may have wider (negative) implications either for the individuals involved/participants or society in general. • If the study uses a snapshot design, there is no indication of how the behaviour(s) develop/continue over time. • If only one type of data is gathered usefulness is limited. • Any appropriate factors informing about the usefulness/ lack of usefulness of developmental area should be considered. <p><u>Developmental area studies:</u> Kohlberg, Lee et al, Bandura, Chaney, Freud</p>	<p>15</p>	<p>12-15 marks for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. A range (at least 3) points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.</p> <p>8-11 marks for a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. A range of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant evidence is used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.</p> <p>4-7 marks for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.</p> <p>1-3 marks for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. Relevant evidence is weak or not apparent at all. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate.</p> <p>0 Marks – No creditworthy information.</p> <p>NB. Arguments for/against should be identified, explained and supported by appropriate evidence from a developmental area study.</p> <ul style="list-style-type: none"> • If only one study used in the discussion cap at 7 marks. • If all points are made through the context of a study/studies (with no generic points), i.e. study-specific, then the answer should be capped at 7 marks.
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