

Study Psychology

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A-Level Psychology Practice Paper

MARK SCHEME

This is a practice paper intended for revision following the **OCR** specification.

Paper 2: Psychological Themes Through Core Studies

2 hours



Core Studies

1. (a) **Two marks** for an accurate and detailed description of why participants obeyed in Milgram's study giving the maximum shock available. Examples include; level of legitimate authority, prestigious setting, commitment to the study, payment for participation, no obvious point at which to stop, denial of responsibility, use of 4 verbal prods.

For example: *One reason which might explain the high levels of obedience observed in the results in Milgram's study was that the participants thought the experiment was for a worthy purpose as it was conducted as the prestigious Yale University. This gave the impression of scientific credibility which promoted the advancement of knowledge about learning and memory, and therefore made the participants feel obliged to continue.* Other appropriate responses receive credit.

(b) **Four marks (2+2)** for describing **two** ways participants were deceived in Milgram's study. Examples include; aim of the study, allocation of roles, confederate as a learner, realism of electric shock generator.

For example: *One way the participants in Milgram's study were deceived was that the researchers told the participants the study would be about memory and learning whereas, in fact, it was about obedience to an authority figure. This means the participants were given false information about the aim of the study. Another way participants were deceived was that the appearance of the electric shock generator led participants to believe it was genuine when it was actually fake and did not administer any electrical shocks. They even received a short test shock of 45 volts to help convince them of the realism of the generator.* Other appropriate responses receive credit.

2. (a) **Two marks** to briefly describe an event that prompted psychologists, such as Piliavin, to investigate factors that influence helping behaviour. Examples include: Kitty Genovese case, Jamie Bulger case or similar. Could also reference evidence such as Latane and Darley (1968); smoke-filled room experiment.

For example: *The murder of Kitty Genovese is an example of an event in real life that prompted psychologists such as Piliavin to study altruistic and bystander behaviour. Kitty was a woman stabbed to death over a period of 30 minutes in front of a reported 38 unresponsive witnesses in New York. This case led psychologists to study the factors affecting why we do and do not help people in need.* Other appropriate responses receive credit.

(b) **Two marks** for good relevant knowledge and understanding, and good application of psychological knowledge to Piliavin study by explaining **one** reason why "diffusion of responsibility" was not found. Examples include: inability to escape, time of train journey, cost-benefit analysis, rate of helping.

For example: *One reason why diffusion of responsibility did not occur in Piliavin's study is that participants were not able to leave the New York subway train. The train ride was a continual 7 ½*

minute journey from 59th street to 125th street, which meant participants were not able to escape the situation. This might explain why they felt more obliged to help the collapsed victim, irrelevant of how many other people were present on the carriage (as the results showed that the larger the group the more quickly help was received). Other appropriate responses receive credit.

3. **Two marks** for a clear description of **one** way the information the participants received after viewing the traffic accidents influenced memory, in Loftus and Palmer's first experiment. Examples include; reconstruction of memory or response-bias.

For example: *In Loftus and Palmer's first experiment the participants were issued with a questionnaire to test their eyewitness memory. Each condition was given a different verb in the critical question regarding speed. Those given the verb smashed may have had a distorted memory of events, such that they believed they saw the accident as being more severe than it actually was and therefore estimated a higher speed in mph.* Other appropriate responses receive credit.

4. (a) **Two marks** to outline **one** conclusion that can be drawn in relation to visual inattention from Simons and Chabris' study.

For example: *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. This means that people demonstrate a perceptual phenomenon of sustained inattentional blindness for dynamic events such as this.* Other appropriate responses receive credit.

(b) **Four marks** for an appropriate similarity identified and elaborated with appropriate evidence from both of the studies; Moray's study on auditory attention and Simons and Chabris' study on visual inattention. Examples include; Comparisons between data collection, reliability, validity, controls, samples, sampling techniques, bias.

For example: *One similarity between Moray's study and Simon and Chabris' study is they both used standardised procedures to ensure the procedures were the same for all participants. For example, in Moray's 1st experiment all participants shadowed the same prose message and all heard the same 35 words in the rejected message. In Simon and Chabris' study, the members of each team passed a standard orange basketball to one another in a standardised order: player 1 to player 2 to player 3 back to player 1. As both studies use standardised procedures the research, if replicated, should produce consistent findings over time, improving the reliability.* Other appropriate responses receive credit.

5. **Four marks (2+2)** to describe the **two** stages of pre-conventional moral thinking from Kohlberg's study into the stages of moral development. Examples include; Stage 1 - Punishment and obedience orientation, Stage 2 - Instrumental-relativist orientation.

For example: *The two stages of pre-conventional moral thinking in Kohlberg's study are; (1) Punishment and Obedience Orientation where the orientation is towards punishment and*

unquestioning deference to superior power. In stage 1 the physical consequences of action regardless of their human meaning or value determine goodness or badness, here rules are kept to avoid punishment. (2) Instrumental-relativist Orientation, where the right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. In stage 2 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. This means that the right behaviour is that which ultimately brings rewards to oneself. Other appropriate responses receive credit.

6. **Two marks** to outline the aim from Lee et al 's study on evaluations of lying and truth-telling.
For example: *The aim of Lee's study was to investigate the effect of culture on children's moral evaluations of lying and truth telling, exploring the difference between Chinese and Canadian children.* Other appropriate responses receive credit.
7. **Three marks** to outline how Sperry's study links to the biological area of psychology. Examples include; references to split-brain patients lateralisation of function, de-connection of the two hemispheres, severing of corpus callosum, inability to complete normal tasks due to brain functioning.
For example: *One way Sperry's study links to the biological area in psychology is because it is looking at the effects of hemispheric de-connection resulting in an alteration to a structure in the brain. A sample of split-brain patients were used in the study as they all had their corpus callosum – a band of nerve fibres connecting the two brain hemispheres - severed to treat their epilepsy (which was not controllable by medication). As a result of altering this part of the brain behaviour was affected. For example, participants were unable to name or describe objects shown only to their left visual field as the information was only received by the right hemisphere which has no language abilities. This was due to the absence of a corpus callosum, which meant the information could not be passed to the left hemisphere for processing.* Other appropriate responses receive credit.
8. **Two marks** to outline how the study by Casey et al's study on neural correlates of delay of gratification is longitudinal.
For example: *One way Casey's study could be considered longitudinal is that participants' ability to delay gratification was tested at 4-years-old on the original delay-of-gratification task, then 40 years later experiments were conducted. These experiments tested the ability of the participants to refrain from responding to alluring cues to see whether delay gratification develops over time or remains consistent.* Other appropriate responses receive credit.
9. **Three marks** to outline **one** difference between Sperry's split-brain study and Casey et al's study of neural correlates of delay of gratification.
For example: *One difference between Sperry and Casey is that the length of their studies varied. For instance, Sperry's study was a snapshot study with participants only being tested once (on each task) whereas Casey's was longitudinal with participants being tested more than one. Casey's participants*

were tested at age 4 for delay of gratification and then took part in the experiment 40 years later.
Other appropriate responses receive credit.

10. (a) One mark to identify the independent variable from Blakemore and Cooper's study on the impact of early visual experience.

For example: *The independent variable (IV) in Blakemore and Cooper's study was whether the kittens were reared in a horizontal or a vertical environment.*

(b) Two marks to describe **one** dependent variable in Blakemore and Cooper's study.

For example: *The dependent variable (DV) in Blakemore and Cooper's study was the kittens visuomotor behaviour once they were placed in an illuminated environment (e.g. whether the horizontally raised kittens could detect vertically aligned objects).* Other appropriate responses receive credit.

Areas, Perspectives and Debates

11. (a) Four marks to explain **one** application of the developmental area of psychology. Examples include; parenting strategies, improving education or social care, support for developmental disorders/ vulnerable children, applications from milestones.

For example: *One application from the developmental area of psychology is in the information or strategies which can be provided for new parents to help them understand how children are influenced by others in their social environment. For example, evidence from Bandura illustrated that children will imitate the behaviour of role models they observe. Identification with these models can influence their behaviour in either a positive or negative way, as Bandura showed that aggressive role models were more likely to be imitated. This was particularly relevant when the models were same sex. This means that parents could be educated about the influence they and others have on their children's development.* Other appropriate responses receive credit.

(b) Three marks to suggest how Freud's study of Little Hans is relevant to the area of individual differences. Examples include; unique/ rare behaviour is studied, case study methods, individual differences.

For example: *The individual differences area sees everyone as unique, and this is evident by the way we all act differently. Freud's study of Little Hans is relevant to the individual differences area as it focuses on the behaviour of one boy and his unique phobia of horses. 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. Freud's approach to analysis of Little Hans resulted from his theories about unconscious conflicts, specifically the Oedipus complex and castration anxiety. This study illustrates that although developmental stages may be universal, the behavioural expression of inner conflict is unique to each individual.* Other appropriate responses receive credit.

(c) Five marks to explain how Freud's study of Little Hans relates to the psychodynamic perspective. Examples include; reference to the unconscious mind, defence mechanisms, innate instincts, sex and aggression, eros and thanatos, tripartite personality, psychosexual development.

For example: *The psychodynamic approach is based on Freud's ideas about how innate instincts such as sex and aggression drive our behaviour. It also focuses on the role of the unconscious mind and how it can influence behaviour, through wish fulfilment or defence mechanisms. One way is through the development of the psychosexual stages in infancy. Freud's study is relevant to this perspective because Freud believed that all boys experience the Oedipus complex in the phallic stage of psychosexual development. This is the idea that they hold unconscious sexual desire for their mother and experience jealousy and rivalry of their father, fearing castration. Freud's case study collected data from Hans' father and was able to provide an in-depth, qualitative analysis of how he believed*

the phobia began. In the case of Little Hans, Freud suggested the way Hans displayed this subconscious experience was through a phobia of horses. Freud used symbolism from his theories in the psychodynamic perspective to suggest the horse represented Hans' father. This meant that Freud believed his phobia was actually a fear of his father, because he was experiencing anxiety for the fear of castration, when his father would discover his sexual desires for his mother. Other appropriate responses receive credit.

(d) * Eight marks to compare the psychodynamic perspective to the behaviourist perspective with relevant supporting evidence from appropriate core studies. Examples include; nature/ nurture, free will/ determinism, reductionism, ethics, methodology.

For example: *One similarity between the psychodynamic perspective to the behaviourist perspective is they both adopt a reductionist view of behaviour. This is that they both aim to reduce behaviour down to simpler components and explanations. For example, the psychodynamic approach assumes that simple explanations like the unconscious mind show how our behaviour is influenced and this may be evident in our personality traits. It suggests that people who smoke cigarettes or bite their nails are fixated in the oral stage of psychosexual development. Similarly, the behaviourist perspective aims to explain behaviour by looking at single explanations such as classical or operant conditioning. These theories reduce behaviour down to either learning through association or reinforcement. This might explain how phobias are acquired and maintained. One difference between the psychodynamic perspective to the behaviourist perspective is they both adopt different methods for collecting data. For example, the psychodynamic approach uses case study methods and collects more qualitative data, like in the study of Little Hans (Freud). In contrast the behaviourist perspective collects data through more objective means such as experiments or observations, like in the study by Chaney and children's use of the funhaler. This difference shows how the psychodynamic perspective takes an idiographic approach and the behaviourist approach takes a nomothetic view. Other appropriate responses receive credit.*

(e) * 15 marks to discuss the free will/ determinism debate in psychology, using examples from appropriate research.

For example: *The free will/ determinism debate revolves around the discussion over whether human behaviour is the result of forces over which we have no control or whether we have free will to make choices for ourselves. Free will suggests that as individuals we make decisions based on our own choices, that we are all accountable for our own behaviour. This emphasises the importance of individual action and why studying individual differences may be significant. The study on moral development by Kohlberg could be considered free will as the boys were making independent decisions based on the behaviour shown to them in the moral dilemmas. This could also be true of the children in Lee et al's study into evaluation of lying and truth-telling. Both the Canadian and Chinese children had free will over their comments about the people in the pro-social and anti-social stories. One strength of the free will debate is that it fits with social norms about personal responsibility in society. For example, most people would argue that those who break the law should be punished as they chose to commit the crime. However, others would argue that behaviour is not always completely under the control of the individual. For instance, there are both biological and social/ cultural factors which have been identified as contributors in criminal behaviour. In contrast to free*

will is the argument that behaviour is pre-determined by influences beyond our control. This side of the debate proposes that all behaviour is determined and is therefore predictable suggesting we are all influenced in the same way. One type of determinism is based on the idea that biological factors such as genetics, biochemistry or brain structure control our behaviour. For example, Blakemore and Cooper were able to show how the impact of early sensory deprivation in the brain changes the behaviour of kittens raised in either vertical or horizontal environments. Moreover, Sperry showed how a lack of connection between the two hemispheres in split-brain patients changes their ability to complete visual and tactile tasks. Another type of determinism focuses on the influences in the environment that shape our behaviour for which we have little or no control. For example, Milgram was able to demonstrate how situational factors in his experiment with authority influenced participants' levels of obedience. He suggested they obeyed as a result of the legitimacy of the authority figure, the fact the experiment took place at a prestigious university and that participants were paid, all factors which increased the sense of obligation. One strength of adopting a deterministic view of behaviour is that these ideas can be tested more objectively to investigate causal explanations. However, taking a deterministic view is very reductionist and fails to account for individual differences and personality in decision making. Other appropriate responses receive credit.

Practical Applications

Does the autistic child have a metarepresentational deficit?

This study examines the claim that autistic children lack a “theory of mind” because of an inability to metarepresent. We argue that if autistic children have a “metarepresentational” deficit, then they should have difficulty not only with mental representations such as false beliefs, but also with external representations such as photographs.

Autistic children's understanding of photographic representations was tested using Zaitchik's (1990) task. This task is modelled on the false belief task (Baron-Cohen, Leslie, & Frith, 1985) but involves “false” photographs where a photographic representation does not conform with the current state of the real world.

Like Zaitchik (1990) we found that normal 3 and 4-year-olds found this task as difficult as the false belief task. In sharp contrast, however, the autistic children in our study passed the photograph task but failed the false belief task.

As both tasks require the ability to decouple, this evidence challenges the view that autistic children lack “metarepresentational” ability. However, the results leave open the question of whether autistic children have a metarepresentational ability in the different sense of the term intended by Pylyshyn (1978), that is, representing the relationship between a representation and what it represents.

(Leekam & Perner, 1991)

12. (a) Seven marks to describe **two** principles of the area of individual differences with a brief explanation of how they apply to this article.

For example: *One principle of the individual differences area is that as individuals we are all unique and we should appreciate and accept any differences between us. Differences can be seen in children across all areas of development, and we should take each child as a unique case, by avoiding generalisations. As the article states that Zaitchik (1990) found normal 3- and 4-year-old children struggled with an identification task using photographs, however in contrast autistic children passed this task, despite failing a false belief task. This shows that developmental disorders like autism do not always result in failure of tasks. Another principle of the individual differences area is that by adopting a more idiographic approach to studying behaviour we gain a more valuable insight into behaviour.*

Idiographic methods involve the collection of qualitative data which is particularly useful when studying individual differences. In the article the researchers modelled their task on the false belief task by Baron-Cohen et al, asking children to complete the task by looking at photographs which do not conform to real life. By studying children individually or by asking open-ended questions they could gather useful information about how autistic children process information. This would be useful in helping the understanding of whether or not mental representations are problematic for all children or just autistic children. Other appropriate responses receive credit.

(b) Four marks to outline what is meant by a quasi-experiment with a brief explanation of how this method could apply to the article.

For example: *A quasi-experiment takes a naturally occurring independent variable in its investigation. This pre-existing characteristic can often be within the participant themselves. In this article the children being tested are either in the 'normal' group of 3- and 4-year-olds or in the autistic children group. The researchers did not manipulate these groups; they only allocated children to groups based on their pre-existing condition (autism or not).* Other appropriate responses receive credit.

(c) Six marks to describe Baron-Cohen et al's study into autism and briefly explain how its findings relate to the article. Examples include; background to the study, aims, hypotheses, design, sample, materials, procedure, findings, conclusions.

For example: *Baron-Cohen et al built on Happé's research by using an adult test to assess theory of mind competence in high-functioning adults with autism or Asperger Syndrome (AS). They used a quasi-experiment where the independent variable (IV) was the type of person likely to have TOM deficits (adults with high-functioning autism/ AS, normal adults and adults with Tourette Syndrome). The dependent variable (DV) was the performance score out of 25 on the eyes task measured by showing each participant 25, black and white, standardised photographs of the eye region of faces. Each participant was asked to make 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 mean score for adults with TS (20.4) was not significantly different from normal adults (20.3) but both were significantly higher than the autism/ AS mean score (16.3). In addition, regarding Happé's Strange Stories, none of the participants with TS made any errors but those with autism/ AS were significantly impaired, making many errors. This study shows that adults with autism/ AS do possess an impaired theory of mind. The findings relate to the article in that it shows there are differences in mental processing tasks in people with and without autism. In the article the autistic children failed the false belief task, in Baron-Cohen's study the autistic adults failed the eyes task.* Other appropriate responses receive credit.

(d) Eight marks to suggest ways in which the lives of individuals with autism could be improved, using knowledge from psychology. Examples include; conditioning, modelling, education, training, therapy, awareness campaigns, medication.

For example: *One way in which the lives of individuals with autism could be improved is through therapy. This is more appropriate for young children who have been diagnosed with autism or Aspergers Syndrome. A child's treatment programme will depend on his/ her needs but will focus on*

encouraging autistic individuals with their social interaction and communication skills. These programmes/interventions can include time spent in a developmental programme, speech-language therapy, occupational therapy, or one-on-one or small group interventions. Most therapies for autistic children revolve around play and one common form of therapy is Applied Behaviour Analysis (ABA). This teaches play, communication and life skills and can help reduce problematic behaviours, like the routine rituals seen in some individuals with autism. There is plenty of research showing that it improves outcomes for children with autism particularly (Choi, 2022). Another way in which the lives of individuals with autism could be improved is by using educational campaigns to raise awareness of the condition and share information on how people living with autism are affected. This could help reduce the stigma associated with the disorder and aim to reduce discrimination for autistic individuals in real life settings. For example, psychologists could educate owners and staff in shops and supermarkets about the effect this environment has on people with autism. They could be taught to consider how shopping in a busy, noisy environment may be triggering for autistic people. They also could adopt a policy where autistic individuals can shop during quieter times or with more on-hand support. Other appropriate responses receive credit.

(e) Ten marks to evaluate the suggestions made in **part (d)** with reference to issues and debates studied in psychology. Examples include; Assumptions relating to nature/nurture, freewill/determinism, reductionism/holism, individual/situational explanations, usefulness, ethical considerations, social sensitivity, psychology as a science, ethnocentrism, validity or reliability.

For example: *By offering children with autism the opportunity to engage in therapy can be extremely useful as they can develop essential skills which could help manage their autism better. The treatment programmes can be tailored to the individual needs of the child and can focus on particular areas they struggle with. There may, however, be ethical issues raised by the delivery of such therapies. Some people may argue that therapies force autistic children to engage in activities which they may find distressing. This could be overcome if the care provider is supportive and works at a pace governed by the child themselves. They would also need the full consent and support of the parents throughout the process to ensure the therapy is meeting ethical guidelines. Therapies such as this can be very time consuming and costly, however, the benefits to the autistic children outweigh these issues. This would suggest that therapies like Applied Behaviour Analysis for autism are useful in helping people live more fulfilling lives. One issue with educational campaigns to bring awareness of autism to the wider population like those working in shops or supermarkets is it may raise issues with social sensitivity. If these campaigns are not handled appropriately and delivered by qualified, trained staff, there could be negative implications for the autistic community. If staff are not given the correct training, they may fail to offer the correct support required for autistic individuals. For example, if they are not educated about the symptoms such as lack of communication, poor eye contact and issues with social interaction, they may behave in ways that are more damaging. This could also result in increased stereotypes or prejudiced views. However, by offering training and promoting educational campaigns to raise awareness of autism can only be of benefit for the autistic community in the long term. Other appropriate responses receive credit.*

END OF PAPER

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