

## AS Level Psychology H167/02 Psychological themes through core studies

Sample Question Paper

Version 1.1

### Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



**You must have:**

- the OCR 12-page Answer Booklet  
(OCR12 sent with general stationery)



First name										
Last name										
Centre number						Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answers to each question in the Answer Booklet. Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **75**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

**Section A: Core studies**

Answer **all** the questions in Section A.

- 1 From Grant et al.'s study into context-dependent memory:
  - (a) Identify the **two** types of tests undertaken by participants to assess their memory. [2]
  - (b) Draw **one** conclusion from the findings of this study. [2]
- 2 From Loftus and Palmer's study into eyewitness testimony:

Describe the **two** kinds of information that go into an individual's memory for a complex occurrence. [4]
- 3 Outline **one** difference between Sperry's split brain study and Casey et al.'s study of neural correlates of delay of gratification. [3]
- 4 From Bandura's study into the transmission of aggression:

Outline how the model displayed aggressive behaviour. [3]
- 5 Suggest **one** strength of the sample used by Freud in his study of Little Hans. [2]
- 6 From Bocchiaro et al.'s study into disobedience and whistleblowing:

Outline how participants responded to an unethical request from the experimenter. [2]
- 7 From Milgram's study of obedience:

Describe **two** ways participants were deceived in this study. [4]
- 8 Baron-Cohen et al.'s study into autism in adults gathered quantitative data.

Explain **one** strength of gathering this type of data in this study. [3]

**Section B: Areas, perspectives and debates**

Answer **all** the question parts in Section B.

- 9 (a)** Outline how biological psychology explains behaviour. **[2]**
- (b)** Suggest **one** strength of claiming that behaviour is only due to nature. Support your answer with evidence from **one** appropriate core study. **[3]**
- (c)** Suggest **one** weakness of claiming that behaviour is only due to nature. Support your answer with evidence from **one** appropriate core study. **[3]**
- (d)** Explain how any **one** core study can be considered to be located within the area of social psychology. **[5]**
- (e)\*** Discuss the extent to which psychology can be viewed as a science. Support your answer with evidence from core studies. **[12]**

### Section C: Practical applications

Answer **all** the question parts in Section C.

#### ***'Abuse' soldier 'obeyed orders'***

A UK soldier accused of abusing civilians in Iraq is a war hero who had been obeying orders, a court has been told.

Soldier 'X' denies several abuse charges at a court in Germany.

The soldier's defence said orders given by commanding officers were to blame for the alleged abuse. The defence blamed a military plan known as Operation Ali Baba for the alleged offences. The court heard that the camp commander responsible for Operation Ali Baba told his troops to catch looters who had been stealing food and "work them hard". The defence told the court: "The whole reason the soldier is in the dock is because he followed orders."

Soldier 'X' has entered a not guilty plea. The court case continues and is expected to last three to four weeks.

*Based on an article cited on news.bbc.co.uk (Wednesday, 19 January, 2005).*

- 10 (a)** Explain why this article can be viewed as being relevant to social psychology. **[4]**
- (b)** Briefly outline **one** core study and explain how it could relate to Soldier X's obedience to authority. **[5]**
- (c)** Identify **one** psychological issue raised by the above article. Support your answer with evidence from the article. **[4]**
- (d)** Use your psychological knowledge to suggest a training programme to manage the issue you have identified in question 10(c). **[6]**
- (e)\*** Evaluate your suggested training programme. **[6]**

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Section C Text adapted from: BBC (19 January 2005). BBC. 'Abuse' soldier 'obeyed orders' Reproduced with permission from the BBC.

Available <http://news.bbc.co.uk/1/hi/uk/4187789.stm>.

Last accessed 12 May 2014.

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**...day June 20XX – Morning/Afternoon**

**AS Level Psychology**

**H167/02 Psychological themes through core studies**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    75**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.
  
- You should ensure that you have copies of these materials.
  
- You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.
  
- Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## LEVELS OF RESPONSE – LEVEL DESCRIPTORS

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Good</b>	Response demonstrates good relevant knowledge and understanding. Accurate and detailed description.	Response demonstrates good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.	Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.
<b>Reasonable</b>	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail.	Response demonstrates reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.	Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument are competent and understanding is reasonable.
<b>Limited</b>	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail.	Response demonstrates limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.	Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions that summarise issues and arguments.
<b>Basic</b>	Response demonstrates basic knowledge and understanding that is only partially relevant. Basic description with no detail.	Response demonstrates basic application of psychological knowledge and understanding. Responses will be generalised lacking focus on the question.	Response demonstrates basic analysis, interpretation and/or evaluation that is not related to the question. Basic or no valid conclusions that attempt to summarise issues. No evidence of arguments.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

## INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

**1** The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

**2** Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

**Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

**Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

**Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

**3** Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**4** Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.

Question	Answer	Marks	Guidance
<b>Section A: Core studies</b>			
1	(a)	<p><b>From Grant et al.'s study into context-dependent memory: Identify the TWO types of tests undertaken by participants to assess their memory.</b></p> <p>The two types of test were:</p> <ul style="list-style-type: none"> <li>• Short-answer (test).</li> <li>• Multiple-choice (test).</li> </ul>	<p><b>2</b> AO1 1b</p> <p><b>2 marks</b> – Both tests correctly identified.</p> <p><b>1 mark</b> – One of the above tests correctly identified.</p> <p><b>0 marks</b> – No creditworthy response.</p>
	(b)	<p><b>From Grant et al.'s study into context-dependent memory: Draw ONE conclusion from the findings of this study.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• There are context-dependency effects on memory for newly learned meaningful material, regardless of whether a short-answer test or a multiple-choice test is used.</li> <li>• Studying and testing in the same environment has a positive effect on cognitive performance.</li> <li>• There is a strong context-dependency when processing complex cognitive material.</li> <li>• Environmental context may be important in the retrieval of newly learned meaningful material.</li> <li>• Environmental context may be more important for the recognition of newly learned meaningful material than for the recognition of familiar stimuli.</li> <li>• Other appropriate conclusions should be credited.</li> </ul>	<p><b>2</b> AO3 1a</p> <p><b>2 marks</b> – A clear <b>and</b> contextualised conclusion.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. environmental context is important, i.e. the answer <b>has not been contextualised</b> to the learning/memory/cognition of material.</p> <p><b>0 marks</b> – No creditworthy response.</p>



Question	Answer	Marks	Guidance
2	<p><b>From Loftus and Palmer’s study into eyewitness testimony: Describe the TWO kinds of information that go into an individual’s memory for a complex occurrence.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>• The first kind of information is information gleaned (gathered) during the perception of the original event whilst the second kind of information is external information supplied after the perception of the original event.</li> <li>• Other appropriate descriptions should be credited.</li> </ul>	<p><b>4</b> AO1 1a</p>	<p><b>4 marks</b> – A clear and accurate description of <b>both</b> kinds of information.</p> <p><b>3 marks</b> – An accurate description of <b>both</b> kinds of information but lacks some detail.</p> <p><b>2 marks</b> – Vague or partial answer, e.g. information at the time/information after, i.e. vague and not a description as asked for in the question; a clear description of just <b>one</b> kind of information i.e. a partial answer.</p> <p><b>1 mark</b> - Basic description with reference to only one kind of information</p> <p><b>0 marks</b> – No creditworthy response.</p>
3	<p><b>Outline ONE difference between Sperry’s split brain study and Casey et al.’s study of neural correlates of delay of gratification.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• The sample size was different. Sperry’s sample was smaller than Casey’s.</li> <li>• The length of the study was different. Sperry’s study was a snapshot study whereas Casey’s was longitudinal/Sperry’s was a snapshot study with participants only being tested once (on each task) whereas Casey et al.’s study was a longitudinal study in which participants were tested more than once.</li> <li>• Participants were used in different ways. All of Sperry’s participants took part in all the visual and tactile tasks whereas Casey et al. only used some of the participants from Experiment 1 in Experiment 2.</li> <li>• The type of participants was different. All of Sperry’s participants had a history of epilepsy whereas Casey</li> </ul>	<p><b>3</b> AO1 1b</p>	<p><b>3 marks</b> – An appropriate difference is identified <b>and</b> supported with evidence from <b>both</b> the named studies.</p> <p><b>2 marks</b> – An appropriate difference is identified <b>and</b> supported with evidence from <b>one</b> of the named studies.</p> <p><b>1 mark</b> – Mere identification of an appropriate difference with <b>no contextualisation</b>, e.g. sample sizes were different sizes.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
	<p>et al.'s participants were not known to suffer from any illness.</p> <ul style="list-style-type: none"> <li>The type of data gathered was different. Sperry only gathered qualitative data whereas Casey et al. gathered both qualitative data and quantitative data.</li> <li>Other appropriate differences should be credited.</li> </ul>		
4	<p><b>From Bandura's study into the transmission of aggression: Outline how the model displayed aggressive behaviour.</b></p> <p>The answer may refer to the following content:</p> <ul style="list-style-type: none"> <li>The model began by assembling the tinker toys but after approximately a minute had elapsed, they turned to the Bobo doll and spent the remainder of the period aggressing towards it. The model punched the Bobo doll, laid the doll on its side, sat on it and punched it repeatedly on the nose. The model then raised the Bobo doll, picked up a mallet and struck the doll on the head. Following the mallet aggression, the model tossed the doll in the air aggressively and kicked it about the room. The physically aggressive acts were interspersed with verbally aggressive responses such as, "Sock him in the nose...", "Hit him down...", "Kick him .....", "Pow..."; and non-aggressive comments, "He keeps coming back for more" and "He sure is a tough fella."</li> <li>Other appropriate outlines should be credited.</li> </ul>	3 AO1 1a	<p><b>3 marks</b> – A very clear and accurate outline of how the model showed <b>both</b> physical <b>and</b> verbal aggression to the Bobo doll.</p> <p><b>2 marks</b> – A clear and accurate outline of <b>either</b> how the model showed physical aggression <b>or</b> a clear and accurate description of how the model showed verbal aggression <b>or</b> mere reference to the fact that the model showed physical <b>and</b> verbal aggression to the Bobo doll.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. the model kicked and punched the Bobo doll/the model was verbally aggressive to the Bobo doll.</p> <p><b>0 marks</b> – No creditworthy response e.g. description of the non-aggressive model's actions; mere reference to the model being aggressive as this is in the strap line.</p>
5	<p><b>Suggest ONE strength of the sample used by Freud in his study of Little Hans.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>One strength of the sample used by Freud is that because it consisted of only one participant – Little</li> </ul>	2 AO3 2b	<p><b>2 marks</b> – A clear and <b>contextualised</b> strength of the sample used by Freud.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. because Freud only had one participant lots of in-depth detailed data could be gathered, i.e. <b>no contextualisation</b>.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
	<p>Hans – a tremendous amount of detail could be gathered about his fears, dreams and fantasies.</p> <ul style="list-style-type: none"> <li>• One strength of the sample used by Freud is that, because it only consisted of one participant – Little Hans – it was easy for him to conduct a longitudinal study to show developments/changes in Hans' behaviour.</li> <li>• One strength of the sample used by Freud is that because it consisted of only one participant – Little Hans – Freud was able to conduct an in-depth study so his theories of psychosexual development could be explored.</li> <li>• One strength of the sample used by Freud is that because it consisted of only one participant – Little Hans – Freud was able to conduct an in-depth study so his theories relating to a young boy experiencing the Oedipus complex (during the phallic stage of psychosexual development) could be explored.</li> <li>• Other appropriate strengths should be credited.</li> </ul>		
6	<p><b>From Bocchiaro et al.'s study into disobedience and whistleblowing: Outline how participants responded to an unethical request from the experimenter.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Bocchiaro found that the majority of participants complied with the unethical request made by the unjust experimenter/authority figure.</li> <li>• Bocchiaro found that only a minority of participants were prepared to disobey the unethical request made by the unjust experimenter.</li> <li>• Bocchiaro found that only a minority of participants were prepared to become a 'whistleblower' (and report the misconduct of the experimenter to higher authorities).</li> </ul>	<p><b>2</b> AO1 1a</p>	<p><b>2 marks</b> – A clear outline of Bocchiaro's findings, e.g. Bocchiaro found that the majority of participants were obedient and complied with the unethical request (of the experimenter), i.e. <b>answer contextualised to the study through reference to an unethical request.</b></p> <p><b>1 mark</b> – Vague or partial answer, e.g. Bocchiaro found that the majority of participants were obedient, i.e. <b>no contextualisation.</b></p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>Other appropriate descriptions should be credited.</li> </ul>		
7	<p><b>From Milgram's study of obedience: Describe TWO ways participants were deceived in this study.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>Participants were under the impression the study was about memory whereas it was, in fact, about obedience.</li> <li>Participants thought the electric shocks were genuine whilst, in reality, they were fake/the learner did not receive any shocks/no shocks were given.</li> <li>Participants thought they had an equal chance of becoming either the teacher or the learner whereas, in reality, the selection process was rigged so the participant was always the teacher.</li> <li>Other appropriate descriptions should be credited.</li> </ul>	<p><b>4</b> AO1 1b</p>	<p>Up to 2 marks for each way participants were deceived in this study.</p> <p><b>2 marks</b> – A clear and accurate description that <b>both</b> identifies a way participants were deceived <b>and</b> explains the deception.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. participants thought the electric shocks were real, i.e. the mere identification of one way participants were deceived.</p> <p><b>0 marks</b> – No creditworthy response.</p>
8	<p><b>Baron-Cohen et al.'s study into autism in adults gathered quantitative data. Explain ONE strength of gathering this type of data in this study.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>Gathering quantitative data allows for easy comparisons to be made between participants or groups of participants. For example, it was easy to compare the results on the Eyes Task between the three groups of participants: normal, autistic/AS and Tourettes to show that the autistic/AS participants performed worse on the task than either of the other two groups.</li> <li>Other appropriate strengths should be credited.</li> </ul>	<p><b>3</b> AO3 2b</p>	<p><b>3 marks</b> – A clear, developed and fully <b>contextualised</b> suggestion.</p> <p><b>2 marks</b> – Partial answer, e.g. gathering quantitative data allows for easy comparisons to be made between participants or groups of participants. For example, it was easy to compare the results on the Eyes Task between the three groups of participants: normal, autistic/AS and Tourettes, i.e. a partial answer as the candidate has not shown why being able to compare the performance of the three groups using quantitative data was actually a strength.</p> <p><b>1 mark</b> – Vague answer, e.g. gathering quantitative data allows for easy comparisons to be made between participants or groups of participants, i.e. answer <b>not contextualised</b>.</p>

Question	Answer	Marks	Guidance
			<b>0 marks</b> – No creditworthy response.

Question		Answer	Marks	Guidance
<b>Section B: Areas, perspectives and debates</b>				
9	(a)	<p><b>Outline how biological psychology explains behaviour.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>Biological psychology sees the brain, nervous system, endocrine system, neurochemistry and genes as having a direct influence on an individual's behaviour.</li> <li>Other appropriate outlines should be credited.</li> </ul>	<p><b>2</b> AO1 1a</p>	<p><b>2 marks</b> – A clear and accurate description of the biological psychology.</p> <p><b>1 mark</b> – A vague/partial answer, e.g. biological psychology sees behaviour as having a physiological and genetic base.</p> <p><b>0 marks</b> – No creditworthy response.</p>
9	(b)	<p><b>Suggest ONE strength of claiming that behaviour is only due to nature. Support your answer with evidence from ONE appropriate core study.</b></p> <p>Most likely strengths:</p> <ul style="list-style-type: none"> <li>One strength of claiming that behaviour is due to nature is that it has useful applications for treatments, medication etc.</li> <li>One strength of claiming that behaviour is due to nature is that it allows for the use of scientific/objective methods which provide unbiased data.</li> <li>One strength of claiming that behaviour is due to nature is that it provides a reductionist explanation for behaviour so allows one to focus on one particular influence on human behaviour.</li> <li>Other appropriate strengths should be credited.</li> </ul> <p><i>Any strength should be supported with evidence from an appropriate core study, i.e. Sperry or Casey et al.</i></p>	<p><b>3</b> AO3 1b</p>	<p><b>3 marks</b> – A clear, contextualised strength is described and supported with appropriate evidence e.g. one strength of claiming that behaviour is due to nature is that it allows for the use of scientific /objective methods which provide unbiased data (supported by study).</p> <p><b>2 marks</b> – Vague answer, e.g. one strength of claiming that behaviour is due to nature is that it allows for the use of scientific methods (supported by study).</p> <p><b>1 mark</b> – Partial answer, e.g. one strength is that it allows for the use of scientific methods (no supporting study).</p> <p><b>0 marks</b> – No creditworthy response, e.g. a strength of claiming that behaviour is due to nurture.</p>

Question		Answer	Marks	Guidance
9	(c)	<p><b>Suggest ONE weakness of claiming that behaviour is only due to nature. Support your answer with evidence from ONE appropriate core study.</b></p> <p>Most likely weakness:</p> <ul style="list-style-type: none"> <li>• One weakness of claiming that behaviour is due to nature is that it is very reductionist as it only focuses on one influence on human behaviour.</li> <li>• One weakness of claiming that behaviour is due to nature is that research methods have low ecological validity and therefore findings may not reflect behaviour in real life.</li> <li>• One weakness of claiming that behaviour is due to nature is that because it relies heavily on the use of scientific equipment and requires specially trained personnel to operate machines.</li> <li>• One weakness of claiming that behaviour is due to nature is that it raises particular ethical issues.</li> <li>• Other appropriate weaknesses should be credited.</li> </ul> <p><i>Any weakness should be supported with evidence from an appropriate psychological study, e.g. Bandura, Chaney et al.</i></p>	<p><b>3</b> AO3 1b</p>	<p><b>3 marks</b> – A clear, contextualised weakness is described and supported with appropriate evidence, e.g. one weakness of claiming that behaviour is due to nature is that some research methods may have low ecological validity and therefore findings may not reflect behaviour in real life (supported by study).</p> <p><b>2 marks</b> – Vague answer, e.g. one weakness of claiming that behaviour is due to nature is that research may have low ecological validity (supported by study).</p> <p><b>1 mark</b> – Partial answer, e.g. one weakness of claiming that behaviour is due to nature is that research may have low ecological validity (no supporting study).</p> <p><b>0 marks</b> – No creditworthy response, e.g. a weakness of claiming that behaviour is due to nurture.</p>
9	(d)	<p><b>Explain how any ONE core study can be considered to be located within the area of social psychology.</b></p> <p>Candidates may use any appropriate core study that can be considered to be located within the area of social psychology. This is most likely to be Milgram (1963) or Bocchiaro et al. (2012).</p>	<p><b>5</b> 1 AO1 1a 4 AO3 1b</p>	<p><b>Level 3: 5 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Good</b> evaluation and discussion of how the psychological study can be considered to be located within the area of</p>

				social psychology.
Question		Answer	Marks	Guidance
		<p><b><u>AO1 – 1 mark</u></b></p> <p>Demonstration of knowledge and understanding through reference to an appropriate social psychology study.</p> <p><b><u>AO3 – 4 marks</u></b></p> <p>By interpreting information, responses should make judgements and reach conclusions as to how the study relates to social psychology.</p> <p>For example Milgram’s study into obedience can be explained by the social approach, as the context of the situation impacted on behaviour. The prestigious environment of Yale University may have influenced participants as to the worthiness of the study and the competence of the experimenter, resulting in high levels of obedience which may not be found in a less prestigious setting.</p> <p>Furthermore, the social approach suggests behaviour is influenced by the presence of others. The legitimate authority figure, wearing a white lab coat, carrying a clip board, influenced the participants’ behaviour as they believed him to be a trustworthy and knowledgeable individual who should be obeyed.</p> <p>Other appropriate responses should be credited.</p>		<p><b>Level 2: 3–4 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Reasonable</b> evaluation and discussion of how the psychological study can be considered to be located within the area of social psychology.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Limited</b> evaluation and discussion of how the psychological study can be considered to be located within the area of social psychology.</p> <p><b>0 marks</b> – No creditworthy response.</p>



Question			Answer	Marks	Guidance
9	(e)	*	<p><b>Discuss the extent to which psychology can be viewed as a science. Support your answer with evidence from core studies.</b></p> <p><b><u>AO1 – 3 marks</u></b></p> <p>Candidates should demonstrate knowledge and understanding of the idea of psychology as a science.</p> <p><b><u>AO3 – 9 marks</u></b></p> <p>Responses should analyse, interpret and evaluate information in relation to the issue of psychology as a science.</p> <p>Possible discussion points for viewing psychology as a science include:</p> <ul style="list-style-type: none"> <li>• Considering psychology as a science allows for empirical/objective/quantitative data to be gathered.</li> <li>• Considering psychology as a science reduces the possibility of researcher bias influencing findings.</li> <li>• Considering psychology as a science allows for the use of laboratory experiments where IVs can be manipulated and cause/effect inferred.</li> <li>• Other appropriate supporting points should be credited.</li> </ul> <p>Possible discussion points for not viewing psychology as a science include:</p> <ul style="list-style-type: none"> <li>• Considering psychology as a science is often reductionist.</li> <li>• Considering psychology as a science often leads to findings lacking qualitative data.</li> </ul>	<p><b>12</b></p> <p>3 AO1 1a</p> <p>9 AO3 1a/1b</p>	<p><b>Level 4: 10–12 marks</b></p> <p><b>Good</b> knowledge and understanding of psychology as a science.</p> <p><b>Good</b> discussion of the extent to which psychology can be viewed as a science with relevant supporting evidence.</p> <p>Discussion demonstrates sound understanding, analysis and interpretation. The answer is well focused and shows coherent elaboration. Ideas are well structured and expressed clearly and fluently. There is a consistent use of psychological terminology. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 7–9 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of psychology as a science.</p> <p><b>Reasonable</b> discussion of the extent to which psychology can be viewed as a science with some supporting evidence.</p> <p>Discussion shows reasonable understanding, analysis and interpretation. The answer is generally focused and shows a reasonable degree of elaboration. Most 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 information presented is in the most-part relevant and supported by some evidence.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Studies which see psychology as a science often</li> <li>• involve the use of highly technical equipment which results in the use of limited / small / restricted samples so findings lack generalisability.</li> <li>• Other appropriate challenging points should be credited.</li> </ul> <p>Points should be supported by evidence from appropriate core studies.</p> <p>To reach the top band the use of the named study should be justified.</p>		<p><b>Level 2: 4–6 marks</b></p> <p><b>Limited</b> knowledge and understanding of psychology as a science.</p> <p><b>Limited</b> discussion of the extent to which psychology can be viewed as a science with limited supporting evidence.</p> <p>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 both psychological terminology and appropriate supporting evidence. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1: 1–3 marks</b></p> <p><b>Limited</b> knowledge and understanding of psychology as a science.</p> <p><b>Basic</b> discussion of the extent to which psychology can be viewed as a science with basic or no use of supporting evidence.</p> <p>Discussion is rudimentary, demonstrating very little understanding. The answer is weak, muddled and incomplete. Evidence is sparse and may be mainly irrelevant. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>

					<b>0 marks – No creditworthy response.</b>
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Question	Answer	Marks	Guidance
<b>Section C: Practical applications</b>			
10	(a)	<p><b>Explain why this article can be viewed as being relevant to social psychology.</b></p> <p><b><u>AO1 – 2 marks</u></b></p> <p>Candidates should demonstrate knowledge and understanding of the social approach.</p> <p>Likely answer:</p> <p>The approach studies individuals in a social context, activity within a group or between groups and interaction with others. Behaviour is influenced by the actual, imagined or implied presence of others.</p> <p><b><u>AO2 – 2 marks</u></b></p> <p>Candidates are required to apply their knowledge and understanding of the social approach in the context of this report.</p> <p>Likely answer:</p> <ul style="list-style-type: none"> <li>• This report can be seen as related to social psychology because it infers that other people.</li> <li>• here the commanding officers – in Soldier ‘X’s’ immediate environment influenced his behaviour, making him abuse civilians in Iraq. Soldier ‘X’ saw the commanding officers as legitimate authority figures whose orders should be obeyed even though they may have gone against his own moral and ethical beliefs.</li> </ul>	<p><b>4</b></p> <p>2 AO1 1a</p> <p>2 AO2 a</p> <p><b>Level 2: 3–4 marks</b></p> <p><b>Good</b> knowledge and understanding of social psychology.</p> <p><b>Good</b> application of knowledge and understanding to explain why this report can be viewed as being relevant to social psychology.</p> <p>An appropriate explanation has been provided which is linked to the article</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of social psychology.</p> <p><b>Reasonable</b> application of knowledge and understanding to explain why this report can be viewed as being relevant to social psychology.</p> <p>Answer may be incomplete or lacking in context, e.g. This report can be seen as related to social psychology because it infers that other people in one’s immediate environment influence behaviour.</p> <p><b>0 marks – No creditworthy response.</b></p>

Question		Answer	Marks	Guidance
10	(b)	<p><b>Briefly outline ONE core study and explain how it could relate to Soldier X's obedience to authority.</b></p> <p><b><u>AO1 – 2 marks</u></b></p> <p>Candidates will demonstrate knowledge and understanding by outlining a study from the social approach. They are most likely to refer to either the Milgram study or the Bocchiaro study, but any appropriate study should be credited. Responses are likely to refer to the method and results of the study.</p> <p><b><u>AO2 – 3 marks</u></b></p> <p>Responses will achieve AO2 marks by applying their knowledge of research from the social approach to the context of Soldier X. Answers are likely to refer to 'following orders' from a legitimate authority figure and the influence of the presence of others.</p>	<p><b>5</b></p> <p>2 AO1 1a/1b</p> <p>3 AO2 a/e</p>	<p><b>Level 2: 3–5 marks</b></p> <p><b>Good</b> knowledge and understanding of a core study.</p> <p><b>Good</b> application of knowledge and understanding to explain how the core study could relate to Soldier X's obedience.</p> <p>The outline is <b><i>generally accurate and some fine details</i></b> have been included. There is a good indication that the candidate appreciates why the study can be linked to the issue identified in the article.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of a core study.</p> <p><b>Reasonable</b> application of knowledge and understanding to explain how the core study could relate to Soldier X's obedience.</p> <p>The outline is <b><i>reasonable but may lack detail</i></b>. Few fine details are included. There is some indication that the candidate appreciates why the study can be linked to the issue identified in the article.</p>
10	(c)	<p><b>Identify ONE psychological issue raised by the above article. Support your answer with evidence from the article.</b></p> <p><b><u>AO1 – 2 marks</u></b> - Knowledge and understanding of psychological issues and ideas. For example - legitimate authority, blind obedience, misuse of position.</p> <p><b><u>AO2 – 2 marks</u></b> - Application of these issues in the <b>context</b> of the article.</p>	<p><b>4</b></p> <p>2 AO1 1a</p> <p>2 AO2a</p>	<p><b>Level 2: 3–4 marks</b></p> <p><b>Good</b> knowledge and understanding of a psychological issue.</p> <p><b>Good</b> application of knowledge and understanding to identify an appropriate issue and supporting evidence.</p> <p>An appropriate issue has been identified and is supported by evidence from the article.</p>

Question	Answer	Marks	Guidance
	<p>The most likely issues and how they will be contextualised:</p> <ul style="list-style-type: none"> <li>• Soldiers show 'blind' obedience to their superior/senior officers.</li> <li>• Soldiers will obey a legitimate authority figure/senior officer, even if what they are asked to do goes against their ethical/moral beliefs.</li> <li>• Senior officers can misuse their positions of authority and demand that their soldiers behave in unethical/immoral ways.</li> <li>• Those in authority can take their roles to extremes by expecting perceived inferior individuals to behave in unethical/immoral ways.</li> <li>• Other appropriate issues and descriptions should be credited.</li> </ul>		<p><b>Level 1: 1–2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of a psychological issue.</p> <p><b>Reasonable</b> application of knowledge and understanding to identify an issue</p> <p>An issue may be merely identified but not contextualised or supported.</p> <p><b>0 marks</b> – No creditworthy response.</p>
10 (d)	<p><b>Use your psychological knowledge to suggest a training programme to manage the issue you have identified in question 10(c).</b></p> <p><b><u>AO1 – 2 marks</u></b></p> <p>Psychological knowledge and understanding of ideas are likely to be demonstrated through reference to aspects of social learning theory as shown in Bandura's study. For example -learning behaviour through the observation of a role model.</p> <p>Other appropriate research should be credited.</p> <p><b><u>AO2 – 4 marks</u></b></p> <p>Candidates are expected to apply their knowledge and understanding in the context of the issue identified in question 10(c). This could be illustrated through</p>	<p><b>6</b></p> <p>2 AO1 a/b</p> <p>4 AO2 a/e</p>	<p><b>Level 3: 5–6 marks</b></p> <p><b>Good</b> knowledge and understanding of how the issue have identified could be managed.</p> <p><b>Good</b> application of psychological knowledge and understanding to the management of the issue that has been identified</p> <p>The suggested training programme is <b><i>mainly accurate and several details</i></b> have been included about how it could be implemented and developed. <b><i>Understanding and application of psychological knowledge is good.</i></b></p> <p><b>Level 2: 3–4 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of how the issue you have identified could be managed.</p> <p><b>Reasonable</b> application of psychological knowledge and understanding to the management of the issue that has</p>

Question	Answer	Marks	Guidance		
	descriptions of a training programme which could be		been		
	<p>devised to manage the commanding officers' abuse of power. Answers may also refer to other relevant core studies. Answers may take the form of a bulleted list or other relevant staged approach.</p> <ul style="list-style-type: none"> <li>Officers should, as part of their training, take part in lectures, films, discussion, scenarios etc. which model how to respond in extreme circumstances so that they do not abuse their power and make unethical/immoral demands on subordinates.</li> <li>Such an introduction should be followed by a description of how this might be developed in practice, based on social learning theory and modelling.</li> </ul>		<p>identified.</p> <p>The suggested training programme is <b>reasonably accurate and a few fine details</b> have been included about how it could be implemented and developed. <b>There is some evidence of psychological knowledge and its possible application.</b></p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of how the issue you have identified could be managed.</p> <p><b>Limited</b> application of psychological knowledge and understanding to the management of the issue that has been identified.</p> <p>The suggested training programme contains limited detail or evidence of psychological knowledge, e.g. one or two sentences referring to such things as: use scenarios to teach officers how not to abuse their power; get officers to watch</p> <p><b>0 marks</b> – No creditworthy response.</p>		
10	(e)	*	<p><b>Evaluate your suggested training programme.</b></p> <p>Evaluation might refer to:</p> <ul style="list-style-type: none"> <li>financial implications</li> <li>resources available</li> <li>co-operation between the agencies/individuals involved</li> <li>time constraints</li> <li>other practical constraints</li> </ul>	<p><b>6</b> AO3 2a</p>	<p><b>Level 3: 5–6 marks</b></p> <p><b>Good</b> evaluation of the suggested training programme.</p> <p>The evaluation is <b>mainly appropriate and several details</b> have been included explaining the implications. There <b>are several</b> links to the suggested training programme. Understanding, expression and use of psychological terminology are good. There is a well-developed line of reasoning which is clear and logically structured. The</p>

			<ul style="list-style-type: none"> <li>ethics</li> <li>other appropriate points should be credited.</li> </ul>		information presented is relevant and substantiated.
Question			Answer	Marks	Guidance
					<p><b>Level 2: 3–4 marks</b></p> <p><b>Reasonable</b> evaluation of the suggested training programme.</p> <p>The evaluation is <i>reasonable and some details</i> have been included <i>explaining the implications. There are some links</i> to the training programme. Understanding, expression and use of psychological terminology are reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Limited</b> evaluation of the suggested training programme.</p> <p>The evaluation is <i>limited though a few details</i> have been included explaining the implications. Little or no understanding is evident and there are no links to the suggested training programme. Expression and use of psychological terminology is poor. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> – No creditworthy response.</p>



**Assessment Objectives (AO) Grid**  
 (\* includes quality of extended response)

Question Number	Assessment Objectives			Total
	AO1	AO2	AO3	
1(a)	2			2
1(b)			2	2
2	4			4
3	3			3
4	3			3
5			2	2
6	2			2
7	4			4
8			3	3
9(a)	2			2
9(b)			3	3
9(c)			3	3
9(d)	1		4	5
9(e)*	3		9	12
10(a)	2	2		4
10(b)	2	3		5
10(c)	2	2		4
10(d)	2	4		6
10(e)*			6	6
<b>Paper Totals</b>	<b>32</b>	<b>11</b>	<b>32</b>	<b>75</b>

**Summary of updates**

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Date	Version	Change
September 2020	1.1	Updated copyright acknowledgements.