Student responses with examiner commentary

AS Psychology 7181/2
Psychology in context

[First teaching: September 2015]
[First Examination: Summer 2016]

Introduction

These resources should be used in conjunction with the Specimen Assessment Material (7181/2) from the AQA website. This document illustrates how examiners intend to apply the mark scheme in live papers. The question papers will be marked using a levels of response mark scheme. These answers and the accompanying commentaries have been produced to help you understand what is required to achieve the different levels and how the mark scheme is to be interpreted. These principles of marking apply across all papers.

While every attempt has been made to show a range of student responses, the following responses, and examiner comments provide teachers with the best opportunity to understand the application of the mark scheme. Responses have not been produced for every question but rather cover a variety of different types of questions and topic areas.

*Please note that the students’ responses have been typed exactly as they were written.*
QUESTION

05 Read the item and then answer the questions that follow.

A behaviourist researcher studying reinforcement carried out a laboratory experiment. He put a cat in a puzzle box. The cat was able to escape from the puzzle box by pulling on a string which opened the door. Each time the cat escaped it was given a food treat. At first, the cat escaped quite slowly, but with each attempt the escape time decreased.

05.1 Explain which type of conditioning is being investigated in this experiment? [2 marks]

MARK SCHEME

Marks for this question: AO2 = 2

1 mark for operant conditioning.

Plus

1 mark for an explanation of how this is operant conditioning, ie performance of desired response, pulling strings, results in a positive consequence, escape and treat.

Response A

The type of conditioning being investigated in this experiment is operant conditioning, as the cat was rewarded for pulling on a string which opened the door.

Examiner commentary
Correct identification of operant conditioning (1 mark) and appropriate explanation – reward for pulling on a string which opened the door (1 mark).
Mark awarded = 2

Response B

Classical conditioning – rewarded for “good behaviour” which is pulling the string. Therefore, they will associate pulling strengths with rewards so are more likely to do it.

Examiner commentary
Classical conditioning is incorrect (0 marks) but the explanation “rewarded for good behaviour which is pulling the string” is correct (1 mark).
Mark awarded = 1
Response C
Operant conditioning because the cat is being rewarded every time the correct response was given.

Examiner commentary
Correct identification of operant conditioning (1 mark) and appropriate explanation – reward every time the correct response was given (1 mark).
Mark awarded = 2

Response D
Classical conditioning is being investigated in this experiment through a system of rewards and reinforcements.

Examiner commentary
Classical conditioning is incorrect (0 marks) and the explanation does not refer to this experiment (0 marks).
Mark awarded = 0

Response E
Classical conditioning as they are reinforced with food each time the cat pulled the string, the cat was conditioned to pull the string and escape fast.

Examiner commentary
Classical conditioning is incorrect (0 marks) but the explanation is correct (1 mark).
Mark awarded = 1

Response F
Classical conditioning because the cat has learnt through stimulus, response, association. As the cat learns the pulling string to open door equals treat so learns to associate.

Examiner commentary
Classical conditioning is incorrect (0 marks) but the explanation “as the cat learns the pulling string to open door equals treat” is correct (1 mark).
Mark awarded = 1

Response G
This is operant conditioning as the cat is learning through rewards and reinforcements when the cat escapes it is rewarded with food.

Examiner commentary
Operant conditioning (1 mark) and the explanation “when the cat escapes it is rewarded with food” is correct (1 mark).
Mark awarded = 2
The data from the laboratory experiment are shown in **Table 1**.

**Table 1: Time taken for the cat to escape from the puzzle box**

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Time taken for the cat to escape from the puzzle box (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

05.2  Calculate the mean time taken for the cat to escape from the puzzle box. Show your calculations.  

**MARK SCHEME**

Marks for this question: AO2 = 2

2 marks for a correct answer 30.75 with workings (eg total time (246) divided by number of trials).
1 mark for correct answer without workings.
1 mark for partial workings (eg total time (246) divided by…) with incorrect answer.
Response A

Total Time taken = \( \frac{63+60+45+37+18+15+5+3}{8} \)

\[ = \frac{246}{8} \]

\[ = 30.75 \]

**Examiner commentary**
Correct answer with workings

**Mark awarded = 2**

Response B

Total time = 246

\[ \frac{8 \text{ attempts} - 246}{8} = 30.75 \text{ seconds} \]

**Examiner commentary**
Correct answer with workings

**Mark awarded = 2**

Response C

Add up all the seconds and then divide it by the number of attempts, the mean is 30.75 seconds.

**Examiner commentary**
Correct answer without workings

**Mark awarded = 1**

Response D

\[ 63+60+45+37+18+15+5+3 \]

\[ = 246 \]

\[ 246 \div 8 \]

\[ = 30.75 \]

**Examiner commentary**
Student correctly calculates 30.75 with workings, so the answer of 30 is ignored.

**Mark awarded = 2**
QUESTION

06.1 Read the item and then answer the questions that follow.

A psychologist carried out a study of social learning. As part of the procedure, he showed children aged 4-5 years a film of a 4 year-old boy stroking a puppy. Whilst the children watched the film, the psychologist commented on how kind the boy was. After the children had watched the film, the psychologist brought a puppy into the room and watched to see how the children behaved with the puppy.

Outline what is meant by social learning theory and explain how social learning might have occurred in the procedure described above. [6 marks]

MARK SCHEME

Marks for this question: AO1 = 2 and AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5-6</td>
<td>Outline of social learning is generally detailed, clear and coherent. Explanation of how social learning might have occurred in the procedure is thorough with aspects of social learning applied appropriately to the context. There is effective use of terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td>Outline of social learning is mostly clear but some detail is missing. Explanation of how social learning might have occurred in the procedure is mostly sound and appropriate. There is some effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1-2</td>
<td>Outline of social learning lacks detail and clarity. Explanation of how social learning might have occurred in the procedure is limited. Terminology is either minimal, absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Content – outline:

- learning that involves observation, imitation/copying/modelling, identification and vicarious reinforcement
- acknowledges role of cognition in learning, eg attention, motivation etc.

Possible applications:

- in the procedure children observed the actions of the boy in the film
- the psychologist exposed the children to a role model, the boy
- using role model/boy of the same age encouraged identification
- after exposure the children would model/imitate the boy’s behaviour, stroking the puppy
- the psychologist’s comments acted as vicarious reinforcement making learning more likely
- the learning might not be outwardly demonstrated but could still have been internalised (because this is social learning and therefore need not be overtly demonstrated at the time).

Credit other relevant applications.

**Response A**

The social learning theory suggests that behaviour is learnt through observation, imitation, and reinforcement. At first the child pays attention to the behaviour (stroking a puppy), then the child processes the behaviour, and stores it in its memory. In order for the child to reproduce the behaviour the child must have the capability to do so. The child will be motivated to copy the same behaviour shown in the video if he/she is rewarded.

**Examiner commentary**

This is a Level 2 answer. The outline of social learning is clear, but some detail is missing. The student identifies observation, imitation and reinforcement, but doesn’t elaborate on what is meant by these terms. There is clear reference to the role of cognition in learning (eg paying attention). There is some appropriate explanation of how social learning might occur (paying attention to stroking a puppy), but this is limited. There is some effective use of terminology. The lack of detail, especially in application to the stimulus material, keeps this at the bottom of Level 2.

**Mark awarded = 3**

**Response B**

The social learning theory consists of operant and classical conditioning. Classical conditioning consists of stimulus, response and association. The stimulus in the study is the puppy. Once the puppy is present, the response is to stroke it. The children learn to associate the puppy with being told they are good so are more likely to stroke the puppy in the future.

Operant conditioning is when you learn from rewards and reinforcements. You could be rewarded for good behaviour so repeat it since you associate good behaviour with being rewarded (being told you’re a good boy). You could also be punished for bad behaviour (not stroking dog). This means you will not do this behaviour again.

**Examiner commentary**

No relevant content. This answer is focused on operant and classical conditioning with no reference to social learning theory.

**Mark awarded = 0**
Response C

Social learning theory states that a person learns through observing and imitating a role model. One theory to explain SLT is ARRM. Attention where the person watches the behaviour, retention where the person stores it in their long term memory, reproduction, this is where they repeat the behaviour they had observed and finally motivation, the reason they repeat the behaviour for example if the person they observed was praised or rewarded.

Examiner commentary
This is a Level 2 answer. The outline of social learning is mostly clear. The student identifies observation and imitation of a role model. Vicarious reinforcement is described but not named (if the person they observed was praised or rewarded. There is clear reference to the role of cognition in learning (eg attention/retention). However, there is no application to the stem.
There is some effective use of terminology, but lack of application to the stimulus material, keeps this at the bottom of Level 2.
Mark awarded = 3

Response D

Social learning theory suggests we learn from observing our models and later imitating them in a real life situation similar to the one we observed. The children in this study will observe the 4 year old boy stroking the puppy, and as the psychologist emphasised how ‘kind’ he was, the children will aim to reproduce this response. After paying attention to the film, storing it in their memory (retention) then they will reproduce similar behaviours. They have an inner motivation to then apply this to similar situations and create gentle play with animals.

Examiner commentary
This is a Level 2 answer. The student identifies observation of models and imitation of them, and there is some appropriate application of how social learning might occur (observing the 4 year old boy stroking the puppy and reproducing this response), but this lacks the detail needed for Level 3.
There is clear reference to the role of cognition in learning with some application to the stem (eg paying attention to the film and storing it in their memory).
The answer could be improved by more detail relating to social learning theory eg vicarious reinforcement and/or application eg characteristics of the model to encourage identification.
Mark awarded = 4
Response E

Bandura believed that we learn through observation and imitation of a role model, there are 4 stages involved in learning behaviour. Attention is when we attend to the behaviour. In this scenario the children were attending to the behaviour shown (stroking a puppy) the next stage is retention, the information passes through the (TN) so behaviour can be retrieved. The next stage is reproduction, the psychologist brought a puppy into the room and the children retrieved the information they had learnt whilst watching the film, this is how SLT explains how learning may have occurred.

Examiner commentary
This is a Level 2 answer. The outline of social learning is mostly clear. The student identifies observation and imitation of a role model, but some detail is missing. There is clear reference to the role of cognition in learning (eg attention/retention), together with limited application to the stem. Lack of clarity throughout the answer keeps this at the bottom of Level 2.

Marks awarded = 3

Response F

A person learns through observe, model, imitate. The children would firstly see a child roughly their age stroking the puppy and observe how he acts and behaves. Then when puppy is brought into the room they'll imitate the behaviour.

Examiner commentary
This is a Level 1 answer. The outline of social learning identifies that a person observes, models and imitates and there is limited application to the stimulus material. Lack of detail and clarity keeps this to Level 1.

Marks awarded = 2

Response G

The social learning theory is when a person learns through observations and imitations. The 4-5 year old children watched a video of a 4 year old stroking a puppy, they paid attention to this video and remembered how the four year old was praised by the psychologist. Then the psychologist created a similar scenario and the children wanted to imitate the 4 year old to reproduce his behaviours by stroking the puppy. They did this because the 4 year old boy was praised for doing so and this motivated them and they wanted the same praise.

Examiner commentary
This is a Level 2 answer. The outline of social learning is mostly clear and the student identifies observation and imitation. Vicarious reinforcement is described but not named (the boy was praised and they wanted the same praise). There is clear reference to the role of cognition in learning and some application (eg they paid attention to this video and remembered).

Lack of clarity and detail keeps this in Level 2.

Mark awarded = 4
Response H

Social learning theory is behaviour of observe, model and then imitate. Social learning might have occurred in the procedure above as the children watched a 5 year old boy stroking a puppy so therefore get are observing the film, they then see the boy as a model and ultimately imitate his behaviour with the puppy. Therefore, as the psychologist brought the puppy in, the children would've behaved similarly as the boy in the film by striking it and treating it kindly, which is the children imitating. This therefore demonstrates social learning theory as the children have copied the boys behaviour.

Examiner commentary
This is a Level 2 answer. The outline of social learning lacks clarity but the student does refer to “observe, model and imitate”. There is no clear reference to the role of cognition but there is some application to the stem “they see the boy as a model and ultimately imitate his behaviour”.
Mark awarded = 3

Response I

Social learning theory (SLT) is where a person learns through observing a models behaviour & then imitating it if they are motivated to do so. SLT might have occurred in this procedure as firstly, the children watched this film & payed attention to it. Then they may have retained the information that a boy stroking a puppy is kind behaviour that gets praise. Next, the children had the ability to reproduce the kind behaviour as a puppy was brought into the room. Lastly, SLT will have occurred if the children were motivated to reproduce the behaviour. Vicarious reinforcement should have occurred here as the children have seen that being kind to a puppy is kind behaviour due to the psychologist stating how kind the boy is therefore the children should imitate this behaviour.

Examiner commentary
This is a Level 3 answer. The outline of social learning is mostly clear. The student identifies observation and imitation of a model’s behaviour. Vicarious reinforcement is identified and described (due to the psychologist stating how kind the boy is therefore the children should imitate this behaviour). There is clear reference to the role of cognition in learning (eg attention/retention). There is effective use of terminology, but lack of coherence keeps this at the bottom of Level 3.
Mark awarded = 5

Response J

Social learning theory is where a person learns through observations, which is then stored and imitated. In the procedure the children observed the boy in the film showing attention. The information was then stored as the researcher talked about how kind the boy was in the film. Reproduction will have occurred as the behaviour will have been imitated by the children when the psychologist got the puppy in the room. The children will have been motivated
through vicarious reinforcement. This is because they saw that the boy in the film was rewarded for his behaviour. Therefore the children learnt to imitate this behaviour.

**Examiner commentary**
This is a Level 3 answer. The outline of social learning is mostly clear. The student identifies observation and imitation of the boy’s behaviour. Vicarious reinforcement is identified and described (they saw that the boy in the film was rewarded for his behaviour). There is clear reference to the role of cognition in learning (eg attention.)
There is effective use of terminology, but lack of coherence keeps this at the bottom of Level 3.
**Mark awarded = 5**

Response K

Social learning theory is when a person learns through observing a models behaviour and then imitating that behaviour. The children pay attention and observe the behaviour of the 4 year old stroking a puppy. They then retain that behaviour into their short term memory and try and reproduce the behaviour they observed in the film on the puppy that the psychologist brought to them. Their motivation to reproduce this behaviour was the psychologist commenting on how kind the boy was and as the children look up to adults, they believe what they say in order to please the psychologist they wish to reproduce the behaviour of stoking the puppy.

**Examiner commentary**
This is a Level 2 answer. The outline of social learning is mostly clear and the student identifies observation of a model’s behaviour and imitation. There is clear reference to the role of cognition in learning (eg attention) although short term memory is inaccurate.
Lack of clarity and detail keeps this at the bottom of Level 2.
**Mark awarded = 3**

Response L

Social learning theory is where people learn though observing a model and immitating their behaviour.
First the children pay attention to the film of a 4 year old stroking a puppy (the model). Then the children retain the information by storing it in their short term memory. Next reproduction occurs when the children will immitate the behaviour by stoking (or not) the pupp which the psychologist brought into the room.
They have received motivation and vicarious reinforcements when the psychologist commented on how kind the boy in the film was.

**Examiner commentary**
This is a level 2 answer. The outline of social learning is mostly clear and the student identifies observing a model and imitating their behaviour. An example of vicarious reinforcement is identified (the psychologist commented on how kind the boy in the film
was). There is clear reference to the role of cognition in learning and some application (eg the children pay attention to the film) although short term memory is incorrect. Lack of clarity and detail keeps this in Level 2.

**Mark awarded = 4**

### Response M

Social learning theory would suggest that the children paid attention to the boy on the film and then retained this behaviour in their long-term memory – Then when the dog is brought into the room to see how they react with it shows that they’re in a situation to reproduce the behaviour from the film. And their motivation was given from their psychologist as she said how nice the boy in the film behaved which positively reinforced them to recreate the same behaviour with the dog.

### Examiner commentary

This is a Level 2 answer. The outline of social learning lacks some detail eg there is no reference to role models or imitation, although the student does give an example of positive reinforcement (the psychologist said how nice the boy in the film behaved). There is clear reference to the role of cognition in learning and some application (eg the children paid attention to the boy on the film).

Lack of detail keeps this in Level 2.

**Mark awarded = 4**
QUESTION

06.2 Discuss two limitations of social learning theory. [6 marks]

MARK SCHEME

Marks for this question: AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Discussion of two limitations is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Discussion of two limitations is mostly effective although one or both lack explanation. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR One limitation is discussed at top of Level 3.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>At least one limitation is presented. Discussion lacks detail/explanation. Specialist terminology is either absent or inappropriately used. OR One limitation is discussed at Level 2.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Limitations – possible content:
- difficulty demonstrating cause and effect – although Bandura research controlled variables and demonstrated behaviour was imitated it is difficult to show cause and effect in real life
- sees behaviour as environmentally determined whereas some behaviours may be innate
- mediating cognitive factors have to be inferred so cannot measure extent of their influence
- SLT does not explain cognitive processes, leaving this to cognitive psychologists
- can explain learning of outward behaviours, SLT is not so able to explain the learning of abstract notions, eg fairness, justice etc which cannot be observed directly
- credit comparison with other theories where presented in terms of a limitation.

Credit other relevant limitations.
Response A

One limitation of the social learning theory is that it’s criticised for being reductionist, as it only accounts for environmental factors that are involved in learning behaviour, and neglects other factors that could be involved for example, biological factors, therefore the social learning theory may not be provide a full explanation of how behaviours are learnt. A holistic approach or a multidimensional approach would be more appropriate in explaining how behaviours are learnt which accounts for both nature and nurture. Another limitation is deterministic, as the social learning theory neglects the free will and choice of individuals to learn a behaviour.

Examiner commentary
This is a Level 2 answer, awarded 4 marks.
Reference to reductionism is unclear, but two limitations are presented.
Limitation 1 - Credit is given for the limitation of SLT not being a full explanation ie seeing behaviour as environmentally determined and ignoring other factors. The advantage of a more holistic or multidimensional approach accounting for nature and nurture is taken as an elaboration of this point.
Limitation 2 - The fact that SLT neglects free will is credited as a second limitation although this is not explained fully.
The answer is mostly clear with appropriate use of specialist terminology.
Mark awarded = 4

Response B

The social learning theory is reductionist ant says we learn behaviour through classical and operant conditioning only. It neglects holism as human behaviour is much more complex so it can’t all be down to 2 theories. Therefore, a multi dimentional approach.
Also, the social learning theory is deterministic as it says behaviour is down to 2 processed. It neglects free will.

Examiner commentary
This is a Level 1 answer, awarded 2 marks.
Limitation 1 - Credit is given for the limitation of SLT being reductionist and neglecting the complexity of human behaviour. Reference to classical and operant conditioning is inaccurate.
Limitation 2 - The fact that SLT deterministic because it neglects free will is credited as a second limitation.
Discussion of both limitations lacks detail.
Mark awarded = 2

Response C

one limitation of social learning theory is that it is too reductionist as it reduces behaviour down too learning and neglects any biological factors. So a multi-dimensional approach should be taken. It is also deterministic as it neglects free will, this study will not apply to every individual.
Examiner commentary
This is a Level 1 answer, awarded 2 marks.
Limitation 1 - Credit is given for the limitation of SLT being reductionist and neglecting any biological factors.
Limitation 2 - The fact that SLT is deterministic because it neglects free will is credited as a second limitation.
Discussion of both limitations lacks detail.
Mark awarded = 2

Response D
One limitation of social learning theory is that it is highly reductionist as it reduces complex human behaviour to attention, reproduction and motivation. Therefore neglects holistic views such as biological explanations or learning theories or behavioural reproductions or a multi-dimensional approach which may consider one or more view points.

A second limitation is that this theory is deterministic and does not consider an individuals liberty or free will, in which case we cannot say that this theory considers an individuals opportunity to learn by other measures.

Examiner commentary
This is a Level 1 answer, awarded 2 marks.
Limitation 1 - Credit is given for the limitation of SLT being reductionist. The second sentence is muddled eg suggesting biological explanations are holistic.
Limitation 2 – The fact that SLT is deterministic because it does not consider an individual’s free will is credited as a second limitation.
Discussion of both limitations lacks detail.
Mark awarded = 2

Response E
Firstly, it is too reductionist as it explains behaviour solely through observing a model and immitating their behaviours, and ignored other factors such as genes. Human behaviour is too complex to be over simplified like this. A multi dimensional approach which accounts for the interactions between nature and nurture would be more appropriate.
Furthermore, it is deterministic as it states behaviour is solely due to observing a model and imitating their behaviours, and ignores the role of free will and personal choice, giving us a pessimistic view on human nature. It doesn’t account for individual differences, reducing the internal validity of the social learning theory.

Examiner commentary
This is a Level 2 answer, awarded 4 marks.
Limitation 1 - Credit is given for reductionism as a limitation of SLT. The advantage of a multidimensional approach accounting for interactions between nature and nurture is taken as an elaboration of this point.
Limitation 2 – Determinism and ignoring free will and personal choice is credited as a second limitation.
Mark awarded = 4
QUESTION

08 Read the item and then answer the question that follows.

Steven describes how he feels when he is in a public place.

‘I always have to look out for people who might be ill. If I come into contact with people who look ill, I think I might catch it and die. If someone starts to cough or sneeze then I have to get away and clean myself quickly.’

Outline one cognitive characteristic of OCD and one behavioural characteristic of OCD that can be identified from the description provided by Steven. [2 marks]

MARK SCHEME

Marks for this question: AO2 = 2

1 mark for outline of a cognitive characteristic of OCD from the stem: hypervigilance – ‘looking out for people who are ill’; catastrophic thinking – ‘I might catch it and die’.

Plus

1 mark for outline of a behavioural characteristic of OCD from the stem: repetitive cleaning – ‘I have to clean myself’.

Response A

One cognitive characteristic is Steven thinks if he catches the flue he will turn ill and die. One behavioural characteristic is if someone coughs or sneezes he has to get away and clean himself quickly.

Examiner commentary
Cognitive characteristic = 1 mark. Reference to “thinks” makes this just enough for 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2

Response B

one cognitive characteristic may be that Steven is anally repulsive as a means to why he has OCD. One behaviour characteristic of OCD may be he has learn to be clean and tidy from a younger age.

Examiner commentary
Mark awarded = 0
Response C

One cognitive characteristic is thinking irrational thoughts.
One behavioural characteristic is having to be clean.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 0 mark  'Having to be clean' is not clearly a behavioural characteristic.
Mark awarded = 1

Response D

One cognitive characteristic is the irrational thinking ‘might catch it and die’. One behavioural characteristic is moving away and cleaning themselves.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2

Response E

One cognitive characteristic is that Steven constantly has to be on look out for ill people. One behavioural characteristic is that if Steven comes into contact with an ill person, he immediately has to clean himself.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2

Response F

One cognitive characteristic is thinking he might catch an illness & die, & one behavioural characteristic is getting away & cleaning himself quickly.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2
Response G

One cognitive characteristic is that Steven thinks if he comes into contact with someone looking ill, he’ll catch it and die. One behavioural characteristic is that he has to clean himself quickly if someone coughs or sneezes.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2

Response H

One cognitive characteristic is thinking he may catch the illness and die. A behavioural characteristic is getting away from coughing & sneezing and cleaning himself quickly.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2

Response I

One cognitive – thinking he might catch something & die = not logical. Behavioural – moves away from people who even look sick (so may not be) & cleans himself quickly.

Examiner commentary
Cognitive characteristic = 1 mark
Behavioural characteristic = 1 mark
Mark awarded = 2
**QUESTION**

09 Complete Figure 2, below, by filling in A and B, to show Beck's negative triad as it is used to explain depression. [2 marks]

![Figure 2](image)

**MARK SCHEME**

Marks for this question: AO1 = 2

A – self 1 mark  
B – future 1 mark

Terms must be in the correct position for credit.

**Response A**

A = one self  
B = the future

**Examiner commentary**

1 mark + 1 mark

**Response B**

A = myself  
B = the future

**Examiner commentary**

1 mark + 1 mark
Response C
A = yourself
B = the future

Examiner commentary
1 mark + 1 mark

Response D
A
= oneself

Examiner commentary
1 mark + 0 marks (not attempted)

Response E
A = oneself
B = others

Examiner commentary
1 mark + 0 marks
QUESTION

10 Briefly outline one strength of the cognitive explanation of depression. [2 marks]

MARK SCHEME

Marks for this question: AO3 = 2

2 marks for a clear and coherent outline of one strength of the cognitive explanation of depression with some elaboration.

1 mark if the strength is briefly outlined/vague/muddled.

Possible content:
- based on sound experimental research
- have provided effective treatments for depression
- acknowledges role of thoughts in behaviour/disorders.

Credit other relevant strengths.

Response A

One strength of the cognitive explanation of depression is that it has practical application, as the cause of depression can be identified, and ways to overcome or solve depression can also be identified.

Examiner commentary
Practical application is creditworthy but the answer is vague.
Mark awarded = 1

Response B

One strength is that it is deterministic as an individual can change their thoughts.

Examiner commentary
This strength is unclear.
Mark awarded = 0

Response C

One strength of the cognitive explanation of depression is that it is less deterministic and states that an individual can change and progress from mental illness, thus acknowledges free will.

Examiner commentary
Possible reference to effective treatment, but not elaborated.
Mark awarded = 1
Response D
The cognitive approach is less deterministic, addresses the underlying causes explaining why an individual is depressed. This is because the cognitive approach gets to the root cause. The person can change their thoughts once they know the underlying causes.

Examiner commentary
Possible reference to effective treatment, but not elaborated.
Mark awarded = 1

Response E
One strength of the cognitive approach to explain depression is less deterministic as a person can change their thoughts, therefore giving them more choice and free will.

Examiner commentary
Possible reference to effective treatment but lacks elaboration.
Mark awarded = 1

Response F
The cognitive explanation has practical applications to real life. This is because it is used in the real world to treat depression and therefore full support is given to this cognitive explanation.

Examiner commentary
Practical application is creditworthy but the answer is repetitive and lacks elaboration.
Mark awarded = 1

Response G
One strength of the cognitive explanation of depression is that it has practical applications as it can be used when treating depression and trying to get a wider insight of what depression really is.

Examiner commentary
Practical application is creditworthy but the answer is vague.
Mark awarded = 1
Response H

One strength of the cognitive explanation of depression is that it is less deterministic as it states people can change their thoughts & have control, where as the biological approach says it is out of a persons control if they get depression.

Examiner commentary
Elaborated contrast with the biological explanation.
Mark awarded = 2

Response I

One strength of the cognitive approach to explain depression is that it has practical applications as it can be used for treatment of depression by using CBT which will allow the individual to not think in a negative way.

Examiner commentary
Practical application is creditworthy and the student identifies CBT together with some elaboration “allow the individual to not think in a negative way.”
Mark awarded = 2

Response J

This has practical applications as if found that one’s cognition can be the cause of depression, therapy such as CBT can be put in place to change the negative thinking behind depression important part of applied psychology.

Examiner commentary
Practical application is creditworthy and the student identifies CBT together with some elaboration, “change the negative thinking”.
Mark awarded = 2
QUESTION

11 Outline and evaluate the behavioural approach to treating phobias.

[12 marks]

MARK SCHEME

Marks for this question: AO1 = 6 and AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of the behavioural approach to treating phobias is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on treating phobias. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of the behavioural approach to treating phobias is evident. The answer is mostly well focused. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Knowledge of the behavioural approach to treating phobias is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of the behavioural approach to treating phobias is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Outline – possible content:
- aims to replace a faulty association between CS and CR that has resulted in a phobic response
- gradually using systematic desensitisation – relaxation technique, anxiety hierarchy, exposure stages, imagined and or real/in vivo
- suddenly using flooding – no relaxation, visualisation, intensive exposure in vivo or in vitro
- virtual reality exposure therapy as an in vitro form of systematic desensitisation

Credit other relevant aspects of the behavioural approach to treating phobias.

Evaluation – possible content:
- issues related to suitability and effectiveness for different types of phobia
- success outside the clinical situation and long-term effectiveness
- ethical problems, eg with flooding
- side effects such as nausea for VRET
- comparison with alternative treatments
- use of evidence to support or refute effectiveness.
Credit other relevant evaluation points.

Response A

The first part in systematic desensitisation is that the individual must identify their phobia. For example a spider. They must then produce a higher archy which moves from least frightening to most frightening. For example; a picture of a spider, a video of a spider, a spider under a glass and eventually holding a spider. The individual must work through each stage one step at a time. At each step they must feel fully relaxed before moving on, so the psychologist must teach them relaxation techniques such as breathing. Once they feel relaxed at one stage, they will move on to the next stage until they feel fully relaxed.

Examiner commentary
This is a Level 2 answer. Evaluation is absent, but knowledge of the behavioural approach to treating phobias is better than limited. The outline of systematic desensitisation is clear and accurate. Some lack of specialist terminology (eg relating to classical conditioning) keeps this to the bottom of the band.

Mark awarded = 4
Section C – Research methods

12 Read the item and then answer the questions that follow.

A psychologist wanted to see if creativity is affected by the presence of other people. To test this he arranged for 30 people to participate in a study that involved generating ideas for raising funds for a local youth club. Participants were randomly allocated to one of two conditions.

**Condition A:** there were 15 participants in this condition. Each participant was placed separately in a room and was given 40 minutes to think of as many ideas as possible for raising funds for a local youth club. The participant was told to write down his or her ideas and these were collected in by the psychologist at the end of the 40 minutes.

**Condition B:** there were 15 participants in this condition. The participants were randomly allocated to 5 groups of equal size. Each group was given 40 minutes to think of as many ideas as possible for raising funds for a local youth club. Each group was told to write down their ideas and these were collected by the psychologist at the end of the 40 minutes.

The psychologist counted the number of ideas generated by the participants in both conditions and calculated the total number of ideas for each condition.

**Table 2:** Total number of ideas generated in Condition A (when working alone) and in Condition B (when working in a group)

<table>
<thead>
<tr>
<th>Total number of ideas generated</th>
<th>Condition A Working alone</th>
<th>Condition B Working in a group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>110</td>
<td>75</td>
</tr>
</tbody>
</table>

12.1 Identify the experimental design used in this study and outline one advantage of this experimental design.

**MARK SCHEME**

Marks for this question: AO1 = 1 and AO3 = 2

1 mark for identification of the correct experimental design – independent groups/independent measures.

Plus

2 marks for a clear and coherent outline of an advantage using appropriate terminology.

OR
1 mark for a brief/vague/muddled outline of an advantage.

Possible advantages:
- performances not affected by order effects as people only do one condition
- demand characteristics less likely as participants only aware of own condition
- same task/materials can be used in both conditions as participants are always naïve to the task.

Credit other relevant advantages.

Response A
Independent measures design was used. An advantage of this is that participants only do one condition so won’t get bored or better at the tasks. Also, they are less likely to guess the areas of the study compared to if they did both conditions – repeated measures design.

Examiner commentary
Independent measures design = 1 mark.
The question asks for one advantage but the student gives two. The first advantage is not fully elaborated (no mention of order effects). The second advantage refers to participants being unable to guess the aim and provides a comparison with a repeated measure design. The second advantage is credited - 2 marks.
Mark awarded = 3

Response B
Independent measures, because it is only done once participants are less likely to show demand characteristics.

Examiner commentary
1 mark + 1 mark
Brief advantage of this experimental design.
Mark awarded = 2

Response C
The experimental design used in this study was independent measures, one advantage of this design is that is will show no order effects as the participant will have only endured the experiment once, so will not guess the aim, become lethargic or fatigued.

Examiner commentary
Independent measures design = 1 mark.
The advantage refers to lack of order effects but reference to guessing the aim makes this slightly muddled - 1 mark.
Mark awarded = 2
Response D
Independent measures. An advantage of this experimental design is that PPT won't get better or bored as they are sitting in the condition once also there will be no order effect.

Examiner commentary
Independent measures = 1 mark
The advantage lacks clarity and coherence. Participants’ not getting better or bored is a relevant advantage but the student’s answer doesn’t make it clear that these are order effects - 1 mark.
Mark awarded = 2

Response E
Independant measures was used, on advantage of this is they wont get bored or better unlike repeated measures because they only do one condition so they’ll generate ideas for fundraising more accurately without getting bored or run out of ideas by condition 2.

Examiner commentary
Independent measures design = 1 mark.
The student describes order effects but doesn't use the correct terminology. The comparison with repeated measures lacks clarity (1 mark).
Mark awarded = 2

Response F
Independant measures design. This reduces the likelihood of order effects as the participants are less likely to guess the purpose of the study and get bored or better.

Examiner commentary
Independent measures design = 1 mark.
Correct identification of order effects = 2 marks
Mark awarded = 3

Response G
The experimental design used was independent measures design. An advantage of this no order effect, is that participants won’t get bored of the study or better at it as they've only done it once, therefore results will have high validity.

Examiner commentary
Independent measures design = 1 mark.
Correct identification of order effects. Reference to high validity can be ignored.
Mark awarded = 3
Response H

The experimental design used was independent measures. One advantage of using this design for this study is that due to the participants only taking part in condition A or B, they wouldn't get bored or better like they would if they took part in both conditions. For example, in the second condition they do they would have more ideas to write down.

**Examiner commentary**
Independent measures design = 1 mark  
Clear outline of order effects = 2 marks  
**Mark awarded = 3**

Response I

The experimental design used is independant measures. One advantage of this design is that will be no order effects of being bored or better as participants will be put into one of the 2 conditions unlike repeated measures where the individual will be in the same condition again which might show order effects.

**Examiner commentary**
Independent measures design = 1 mark  
Correct identification of order effects including comparison with repeated measures = 2 marks  
**Mark awarded = 3**

Response J

An independant measures design was used and one advantage of this is that there would be no order effects as the ppts were only in one condition so the results of the number of ideas generated would not be affected.

**Examiner commentary**
Independent measures design = 1 mark  
Brief outline of order effects = 1 mark  
**Mark awarded = 2**

Response K

Independent measures – one advantage of independent measures is that the participants won’t experience order effect as they won’t get bored and write down fewer ideas, or learn and write down / think of more ideas in the 80 minutes as oppose to having only 40 minutes.

**Examiner commentary**
Independent measures design = 1 mark  
Clear outline of order effects = 2 marks  
**Mark awarded = 3**
Response L

Independent measures design – advantage of this is that ppts will not show order effects where they will have already thought of ideas or become bored which means they will not participate properly thus lowering the internal validity.

Examiner commentary
Independent measures design = 1 mark.
Correct identification of order effects but the outline lacks clarity = 1 mark
Mark awarded = 2
QUESTION

12.2 Describe one other experimental design that researchers use in psychology. [2 marks]

MARK SCHEME

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline of how participants are used in either a repeated measure or a matched pairs design.

1 mark for a vague, muddled or incomplete outline of a repeated measure or a matched pairs design.

If the answer to 12.1 is incorrect, credit a different design to that given.

Response A

Repeated measures design. The people in condition A could also do the task for condition B. Also, the people in B could do the task for A.

Examiner commentary
Clear and coherent description of a repeated measures design.
Mark awarded = 2

Response B

repeated measures design

Examiner commentary
No description of the design
Mark awarded = 1

Response C

The psychologist could use matched pairs to compare the answers given between extroverts and introverts, and whether this variable may affect group or independent work.

Examiner commentary
1 mark for identification of a matched pairs design.
Mark awarded = 1
Response D
Repeated measures, it could be used by halving 30 so 15 go in each condition and carry it out then they swap conditions so each group of 15 will carry out each condition.

Examiner commentary
Clear and coherent description of a repeated measures design.
Mark awarded = 2

Response E
Repeated measures. The psychologist could have had all 30 participants do condition A and then have them do condition B.

Examiner commentary
Clear and coherent description of a repeated measures design.
Mark awarded = 2

Response F
One other experimental design that researchers use is the repeated measures design, where participants repeat the study in the same conditions.

Examiner commentary
1 mark for identification of a repeated measures design.
Mark awarded = 1

Response G
Another experimental design that researchers use in psychology is repeated measures where the participants would take part in all the conditions, so in this case, condition A & B.

Examiner commentary
Clear and coherent description of a repeated measures design.
Mark awarded = 2

Response H
One other experimental design is repeated measures where participants will be in one condition and will be back after a short period of time to re-do the experiment.

Examiner commentary
1 mark for an incomplete outline of a repeated measures design.
Mark awarded = 1
<table>
<thead>
<tr>
<th>Response I</th>
</tr>
</thead>
<tbody>
<tr>
<td>A repeated measures design could be used, using all 30 participants (ppts) in both conditions and compare their results (generating ideas for a charity fundraisers).</td>
</tr>
</tbody>
</table>

**Examiner commentary**
Clear and coherent description of a repeated measures design.

**Mark awarded = 2**

<table>
<thead>
<tr>
<th>Response J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matched pairs which involves finding 2 people of similar characteristics &amp; capabilities to allocate to two different groups. This means individual differences will be accounted for.</td>
</tr>
</tbody>
</table>

**Examiner commentary**
Clear and coherent description of a matched pairs design.

**Mark awarded = 2**

<table>
<thead>
<tr>
<th>Response K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated measures design because if same people are used it will mean less individual difference &amp; similar ideas may be generated.</td>
</tr>
</tbody>
</table>

**Examiner commentary**
1 mark for an incomplete outline of a repeated measures design.

**Mark awarded = 1**
QUESTION

12.3 Apart from using random allocation, suggest one way in which the psychologist might have improved this study by controlling for the effects of extraneous variables. Justify your answer. [2 marks]

MARK SCHEME

Marks for this question: AO3 = 2

1 mark for an appropriate and plausible suggestion.

Plus

1 mark for an appropriate justification.

Likely suggestions:
• testing all participants in the same room
• making sure that all participants hear the same instructions
• ensuring that all participants are tested by the same researcher.

Credit other relevant suggestions.

Response A

The youth club may consist of participants of different age groups and gender. Therefore, this should be kept the same and controlled so you know your results are valid and due to the changes in groups/individuals not gender or age.

Examiner commentary
Not an appropriate suggestion
Mark awarded = 0

Response B

One variable that could effect this experiment is personality and temperament, as some may work better or worse in groups than they would on their own.

Examiner commentary
No appropriate suggestion
Mark awarded = 0

Response C

They can order the Pt’s by the same sex, and putting them into one group.

Examiner commentary
No appropriate suggestion
Mark awarded = 0
Response D

In condition B the individuals were working in groups so therefore more ideas were generated compared to condition A where the individuals worked independently.

Examiner commentary
No appropriate suggestion
Mark awarded = 0

Response E

An extraneous variable in the study is individual differences. This would affect the data as some may have been more creative than others. Therefore the researcher should get participants with the same Level of creativity to start with.

Examiner commentary
Not an appropriate suggestion
Mark awarded = 0

Response F

One extraneous variable includes speed of writing, as someone may be a slow writer and so unable to write down all their ideas in time. This could be resolved by using the same person (confederate) to write down the ideas as they will have the same writing speed.

Examiner commentary
Speed of writing is a possible extraneous variable. The student suggests a way of improving the study (having the same confederate write down the ideas) and includes justification (so the writing speed will be the same).
Mark awarded = 2

Response G

Individual differences based upon creativity Level this can be controlled by using repeated measure or giving the ppts a questionnaire before to see their Level of creativity.

Examiner commentary
Using a different design is not an appropriate suggestion
Mark awarded = 0
QUESTION

12.4 Write a suitable hypothesis for this study. [3 marks]

MARK SCHEME

Marks for this question: AO2 = 3

3 marks for an appropriate non-directional (or directional) operationalised hypothesis: ‘There is a difference in the number of ideas generated when participants work alone and when they work in groups.’

2 marks for a statement with both conditions of the IV and DV that lacks the clarity or has only one variable operationalised.

1 mark for a muddled statement with both conditions of the IV and DV where neither variable is operationalised.

0 marks for expressions of aim/questions/correlational hypotheses or statements with only one condition.

Full credit can be awarded for a hypothesis expressed in a null form.

Response A

There will be a significant difference (30) in the amount of ideas generated in those who worked independently compared to those who worked in groups.

Examiner commentary
An appropriate operationalised non-directional hypothesis, (30) is ignored.
Mark awarded = 3

Response B

There will be a significant difference in the working alone group condition + compare to condition 2 working in groups.

Examiner commentary
DV is not operationalised
Mark awarded = 2

Response C

There will be a significant difference in the ideas generated for fundraising for a youth club in working alone (condition 1) compared to working in a group (condition 2).

Examiner commentary
Although the DV would be better expressed as “number of ideas” this is just enough for full marks.
Mark awarded = 3
Response D

There will be a significant difference in the number of ideas written down in condition A (working alone) compared to condition B (working in groups).

**Examiner commentary**
An appropriate operationalised non-directional hypothesis.

*Mark awarded = 3*

Response E

Is creativity (generating ideas for raising funds for local youth clubs) affected by the presence of other people within a time period (40 minutes)

**Examiner commentary**
Expressed as a question rather than a statement.

*Mark awarded = 0*

Response F

There will be a significant difference in the total number of ideas generated in 40 minutes in condition A (working alone) compared to condition B (working in a group of 3).

**Examiner commentary**
An appropriate operationalised non-directional hypothesis.

*Mark awarded = 3*

Response G

There will be a significant difference in the total numbers of ideas generated on condition 1 where participants will work alone compared to condition 2 where participants will be working in a group.

**Examiner commentary**
An appropriate operationalised non-directional hypothesis.

*Mark awarded = 3*

Response H

There will be a significant difference in the number of ideas generated in condition one (written down) compared to the number of ideas generated in condition 2 (groups).

**Examiner commentary**
An appropriate non-directional hypothesis but the IV is unclear.

*Mark awarded = 2*
Response I

There will be a significant difference in the DV (number of ideas for raising funds for local youth club) in condition 1 IV (working independently) compared to condition 2 IV (working in groups).

Examiner commentary
An appropriate operationalised non-directional hypothesis.
Mark awarded = 3

Response J

There will be significant difference between the total number of ideas generated in condition one (working alone) compared to condition two (working in a group).

Examiner commentary
An appropriate operationalised non-directional hypothesis.
Mark awarded = 3
QUESTION

12 Read the item and then answer the questions that follow.

The psychologist noticed that the number of ideas generated by each of the individual participants in **Condition A** varied enormously whereas there was little variation in performance between the 5 groups in **Condition B**. He decided to calculate a measure of dispersion for each condition.

12.7 The psychologist uses the measure of dispersion you have named in your answer to question 12.6. State how the result for each condition would differ.

**MARK SCHEME**

Marks for this question: AO2 = 1

1 mark for stating that the statistic calculated (either the range or the SD) would be greater in **Condition A** than in **Condition B**.

or written as

1 mark for stating that the statistic calculated (either the range or the SD) would be less in **Condition B** than in **Condition A**.

Response A

S.D value for condition B is smaller as less variation than A.

Examiner commentary
Mark awarded = 1

Response B

Condition A would have the highest Level of dispersion. Condition B would have the lowest Level of dispersion.

Examiner commentary
Mark awarded = 1

Response C

It would show the time difference of each individual when getting ideas.

Examiner commentary
Incorrect
Mark awarded = 0
Response D
The standard deviation would be much larger for condition A than B.

Examiner commentary
Mark awarded = 1

Response E
The standard deviation for condition B would be lower as there's very little variation with the performance.

Examiner commentary
Mark awarded = 1

Response F
There would be a larger standard deviation in condition A than condition B.

Examiner commentary
Mark awarded = 1

Response G
There would be a large standard deviation for condition A, and a small standard deviation for condition B.

Examiner commentary
Mark awarded = 1
QUESTION

12.8 Explain how the psychologist could have used random allocation to assign the 15 participants in Condition B into the 5 groups. [3 marks]

MARK SCHEME

Marks for this question: AO2 = 3

Marks for a clear description of a practical way as follows:

1 mark – all the participants allocated a number from 1 to 15.
1 mark – the 15 numbers are put in a hat.
1 mark – assign first three numbers drawn to a group and repeat process for other 4 groups.

Accept other valid descriptions that would be practical and produce the same outcome.

Response A

Use random sampling. Write each persons name on a paper (all same size). Fold the papers twice and place into a hat. Put your hand into the hat and select a paper. Pick names and in threes. First 3 names go in group 1, 2nd 3 go in group 2 and you continue this until group 5.

Examiner commentary

The reference to random sampling at the beginning is ignored. The rest of the answer provides a clear explanation of random allocation to conditions.

Mark awarded = 3

Response B

Random allocation can be used by putting a paper with the name in the hat at choosing a paper from the hat and 3 names would be needed for each group

Examiner commentary

It's not clear that all names need to go into the hat. Also the method of choosing is unclear.

Mark awarded = 1

Response C

Put all 15 participants names into a hat or computer and pick names out without looking or get the computer to randomly generate names from list to make sure its fair and not biased. 3 names would be needed for each group.

Examiner commentary

Clear description

Mark awarded = 3
Response D

The psychologist could write down all of the participants names on pieces of paper that are identical (colour/size). He could then place them all into a hat. The psychologist should then pick out a piece of paper at random without looking and then place them into groups (3 pieces per group).

**Examiner commentary**
Clear description
**Mark awarded = 3**

Response E

The psychologist could have taken names out of a hat and then assigned the first names out of the hat into a group until all groups were made.

**Examiner commentary**
1 mark for assigning the first names into a group. The rest of the answer is unclear.
**Mark awarded = 1**

Response F

The psychologist could have gathered all of the names & inputted them into a computer generator which would randomly select 3 names for each of the 5 groups.

**Examiner commentary**
This is just enough for 3 marks. The student correctly describes putting all the names into a computer and then selecting 3 names for each of the 5 groups.
**Mark awarded = 3**

Response G

Random allocation could be used to assign participants into a group without being biased. First the psychologist would put all names onto a paper and put these into a hat. This could then be used to pick a name out of the hat to allocate to a group. 3 names would be picked for each group.

**Examiner commentary**
Clear description
**Mark awarded = 3**
Response H

All names of the ppts should be written down on the same size pieces of paper and put into a hat where the names would be randomly selected into which 3 people go into all 5 groups.

Examiner commentary
Student correctly describes putting all the names into a hat but the method of allocation is not entirely clear.
Mark awarded = 2

Response I

Write all of the names onto separate pieces of paper of the same size and colour and texture etc. Put all the names into a hat in order to randomly pull out a name. 3 names would be pulled out per group. These names would then be thrown away.

Examiner commentary
Some lack of clarity about how the allocation to groups takes place.
Mark awarded = 2

Response J

They could have put the ppts name on a very similar paper sizes fold them up and put them in a hat/bowl then mix and randomly pull them out without looking.

Examiner commentary
Student correctly describes putting all the names into a hat/bowl, but the method of allocation is not entirely clear.
Mark awarded = 2
QUESTION

12.10 At the end of the study the psychologist debriefed each participant. Write a debriefing that the psychologist could read out to the participants in Condition A. [6 marks]

MARK SCHEME

Marks for this question: AO2 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Both elements of required content are clear and mostly well detailed. The debrief is all in verbatim format.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Both elements of required content are present. The answer lacks detail and/or clarity in places. Some of the answer is in verbatim format.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is some information about at least one element of required content. The answer lacks clarity. Verbatim format is lacking. For one mark there must be some relevant content, eg an optional point about ethics.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Required content:
- explanation of the aim: to see if creativity is affected by the presence or absence of others
- information about the other condition – in an independent design people need to know about the condition in which they did not take part.

Optional content:
- specific ethical issues, eg right to withdraw data/be informed of results/check of welfare
- general ethical considerations, eg respect for participants.
Response A

Firstly, the psychologist should thank the participants for being involved in the experiment. They should then state what the aim of the experiment was, eg, to find whether our creativity is affected by other people. They must then state the ethical issues that should have been considered during the experiment such as post-interviews or an individuals right to withdraw, the researcher must then consider any questions the participants may have, and answer them with their full knowledge and appreciation.

Examiner commentary
This is a Level 1 answer. There is information on the aim and reference to right to withdraw (ethics) However, verbatim form is lacking and there is no information about the other condition which means this cannot achieve Level 2.
Mark awarded = 2

Response B

Could thank the participants for taking part then mention the aim of the research. Let them know they have the right to withdraw and ask the participants of they have any questions.

Examiner commentary
This is a Level one answer. There is no information on the aim or the other condition and verbatim form is lacking. 1 mark is awarded for ethics.
Mark awarded = 1

Response C

We would like to thank you all for participating in our research. The aim of our research was to see whether creativity is affected by the presence of other people. We are telling you the purpose of our study so that we can gain full informed consent from you. Now you know the aim of our research you have the right to fully withdraw your results if you wish to. Finally we would like to tell you that if you have any further questions please feel free to ask us and we will answer them as fully as we possibly can.

Examiner commentary
This is a Level 2 answer. There is an explanation of the aim (to see whether creativity is affected by the presence or absence of others), but information on the other condition is not explicit. The debrief is all in verbatim form and there is some reference to ethical issues.
Mark awarded = 4
Response D

The psychologist would state:
Thank you to all who participated.
The aim of our research was to see if creativity is affected by the presence of our people. I would also like to inform you that, if you would like to withdraw from the research then you most certainly can, and we will also dispose your researches findings. But other than that, I thank you very much. Is there any questions anybody would like to ask. Please feel free, I am available to answer all queries. Thank You.

Examiner commentary
This is a Level 2 answer.
There is a slightly unclear explanation of the aim (to see whether creativity is affected by the presence of our people), and information on the other condition is not explicit. The debrief is all in verbatim form and there is some reference to ethical issues.
Mark awarded = 3

Response E

Thank you for taking part in my experiment. The aim of the research is to see if creativity is affected when working alone, which is what you did, compared to working in a group, which 15 other participants did. The ethical issues of deception & right to withdraw have been accounted for & if you have any questions please feel free to ask me.

Examiner commentary
This is a Level 3 answer.
There is an explanation of the aim (to see if creativity is affected by working alone compared to working in a group) and information on the other condition (which 15 other participants did). The debrief is all in verbatim form and there is some reference to ethical issues although the wording is not entirely appropriate.
Mark awarded = 5

Response F

I would first like to thank you all for being involved in my experiment/research.
The aim if the research was to see whether creativity is affected by the presence of others so I got you to work alone to compare to the other condition.
You have the right to withdraw from the experiment if you do not wish to have your results included.
Are there any questions you would like to ask?
Examiner commentary
This is a Level 2 answer.
There is an explanation of the aim (to see whether creativity is affected by the presence of others), but information on the other condition is not explicit. The debrief is all in verbatim form and there is some reference to ethical issues.
Mark awarded = 4

Response G

Thank you very much for participating in this experiment of how many creative ideas could people come up with on their own compared to a group.

Examiner commentary
This is a Level 2 answer.
There is an explanation of the aim and other condition (how many creative ideas could people come up with on their own compared to a group) but this lacks detail. The debrief is all in verbatim form.
Mark awarded = 3