



**GCE**

**Psychology**

**H567/02:** Psychological themes through core studies

Advanced GCE

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Blank page
	Meaning unclear
	<b>Incorrect</b>
	Separate part of response
	Something incorrect/contradictory
	Correct
	Move up a band or within band
	Missing information or Band down
<b>AE</b>	Analysis using evidence
<b>CONT</b>	Development/expansion
NAQ	Not answering question
<b>RES</b>	Repeats
<b>SEEN</b>	Seen (to show content on page has been noted but not credited)
<b>BOD</b>	Benefit of doubt given
<b>IRRL</b>	Irrelevant
<b>EVAL</b>	Evaluation

Question		Answer	Mark	Guidance
1		<p><b>Explain how the findings from Milgram’s study relate to the key theme of responses to people in authority.</b></p> <p>Possible answer: In Milgram’s study most people obeyed orders (1) from the experimenter who represented authority (1) by administering the highest possible voltage to someone they believed was another participant because they were under instruction to (1).</p>	3	<p><b>3 marks</b> for a clear answer which;</p> <ul style="list-style-type: none"> <li>• recognises the response is related to obedience</li> <li>• the person in authority is the experimenter</li> <li>• outlines how participants demonstrated obedience.</li> </ul> <p><b>2 marks</b> for an answer which addresses at least two of the above points.</p> <p><b>1 mark</b> for a partial or vague answer which addresses at least one of the above points.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB Accept other words/phrases that suggest obedience (for the first mark) e.g. following commands/orders.</p> <p>NB Do not credit Milgram as the authority figure but do credit other references which suggest the experimenter e.g. man in lab coat.</p> <p>NB It is enough to talk about percentage shocking or similar for the 3<sup>rd</sup> mark – we are not expecting the candidates to detail the whole procedure.</p>
2	(a)	<p><b>Piliavin et al. carried out a study into responses to people in need.</b></p> <p><b>Identify two materials used in this study.</b></p> <p>One mark for each of any of the following;</p> <ul style="list-style-type: none"> <li>• (black) cane or stick</li> <li>• paper bag and/or bottle</li> <li>• (Eisenhower/army) jacket or coat</li> <li>• (old) slacks (trousers)</li> <li>• stopwatch or similar</li> <li>• notepad/checklist</li> </ul>	2	<p><b>2 marks</b> for naming two of the materials used.</p> <p><b>1 mark</b> for naming one of the materials used.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB Candidates may write about the confederate’s clothes as a collective outfit as this is creditworthy as one of the materials.</p> <p>NB It is not important for the candidate to get the colour of the cane right for the mark.</p>

					NB Do not credit the train as a material.
2	(b)	(i) (ii)	<p><b>Give two ways in which this study may be considered ethnocentric.</b></p> <p>Possible answers;</p> <ul style="list-style-type: none"> <li>• only black and white victims were used not other ethnic groups</li> <li>• all the models were white</li> <li>• the study was only carried out in one city/one country</li> <li>• there is a cultural assumption that being drunk is a bad thing</li> <li>• there is a cultural assumption that someone with a disability is vulnerable</li> </ul>	2	<p><b>2 marks</b> for two clearly stated ways.</p> <p><b>1 mark</b> for one clearly stated way.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB It is permissible to credit cultural bias but this is likely to negate a 2<sup>nd</sup> mark for a more specific example of ethnocentrism.</p>
2	(c)		<p><b>Compare Piliavin et al.'s study with Levine et al.'s study into responses to people in need by suggesting either one difference or one similarity between them.</b></p> <p>Possible differences</p> <ul style="list-style-type: none"> <li>• type of experiment used e.g. quasi vs field, quasi vs pure, manipulating IV vs naturally occurring IV</li> <li>• one culture vs cross-cultural research</li> <li>• victim as IV vs helper as IV</li> <li>• one variable vs multiple variables</li> <li>• one helping scenario vs three helping scenarios</li> <li>• one is ethnocentric the other is not</li> </ul> <p>Possible similarities:</p> <ul style="list-style-type: none"> <li>• method e.g. both field studies (accept experiment)</li> <li>• both located in natural environment</li> <li>• opportunistic sampling</li> <li>• use of male experimenters</li> <li>• use of quantitative data</li> </ul>	4	<p><b>4 marks</b> – for a clear response which;</p> <ul style="list-style-type: none"> <li>• identifies a difference/similarity</li> <li>• further outlines that difference/similarity</li> <li>• illustrates the difference/similarity with reference to Piliavin et al's study</li> <li>• illustrates the difference/similarity with reference to Levine et al's study.</li> </ul> <p><b>3 marks</b> for a vague response with the all of the above points or for a clear response with three of the points.</p> <p><b>2 marks</b> for a vague response with three of the above points or for a clear response with two of the points.</p> <p><b>1 mark</b> for a vague response with two of the above points or for a clear response with the difference identified/implied.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<ul style="list-style-type: none"> <li>• use of scenarios where people had a disability</li> <li>• high ecological validity</li> </ul> <p><u>Examples of 4 mark answers</u></p> <p>One difference is how the independent variable occurs (1). Piliavin et al. manipulated the IV themselves whereas it was naturally occurring in Levine et al.'s study (1). Piliavin had direct control over how the victim presented themselves (1) whereas Levine et al.'s IV could not be set up because it was based on the country a person already inhabited (1).</p> <p>One similarity is the sampling method (1). Both studies used opportunistic sampling (1). In the case of Piliavin et al it was members of public how happened to be travelling on the subway when the fall was staged (1). In one of Levine et al's scenarios, the participants were pedestrians who happened to be using a crossing at the same time as a confederate posing as a blind person (1).</p>		<p>NB If the candidate compares the studies on sample size this is permissible but they must get the sample sizes right for both studies to earn the first mark for application. The second application mark should be awarded for some mathematical analysis of the difference (or similarity) in sample size.</p>
3	(a)	<p><b>Outline one strength of the type of data collected in Moray's study into attention.</b></p> <p>Possible strengths:</p> <ul style="list-style-type: none"> <li>• Strength of using quantitative data e.g. easy to identify patterns, make reliable comparisons, more objective than qualitative data</li> <li>• Strength of using means e.g. most powerful measure of central tendency, full data set used in analysis</li> </ul> <p><u>Examples of 2 mark answers</u></p>	2	<p><b>2 marks</b> for a clearly identified and relevant strength described in the context of the study.</p> <p><b>1 mark</b> for a vaguely contextualised strength or for a clear strength which has not been contextualised.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB Do also credit strengths pertaining to the use of primary data and the use of means.</p>

		<p>Use of quantitative data is a strength as comparisons can be made more easily (1) to see if there were any significant differences between recognition for words that had been presented differently (1).</p> <p>The strength of using numerical data is that it provides an objective measure (1) because a qualitative judgement of level of attention would be open to interpretation (1).</p>		
3	(b)	<p><b>Using Simons &amp; Chabris' study into attention, explain one way in which the procedure would have increased the reliability of the research.</b></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• use of written protocol for the experimenters</li> <li>• all participants tested individually</li> <li>• duration of unexpected event/whole video was the same</li> <li>• standardised production of video</li> </ul> <p><u>Example of 1 mark answer</u></p> <p>The unexpected event lasted for 5 seconds on all versions of the video.</p> <p><u>Example of 2 mark answer</u></p> <p>All participants were tested individually (1) to ensure consistency in measurement (1).</p> <p><u>Example of 3 mark answer</u></p> <p>Standardisation was used (1) where experimenters used the same written protocol (1) to ensure that participants did not receive different instructions which</p>	3	<p><b>3 marks</b> for a clear response which identifies a relevant way the procedure's design increases reliability, outlines how/why it did (context) and demonstrates an understanding of reliability in the process.</p> <p><b>2 marks</b> for a clear response with two of the above features or for a vague response with all three of the above features.</p> <p><b>1 mark</b> for identifying a relevant way the procedure addressed the issue of reliability or for some understanding of the concept of reliability.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		could have impacted on how consistent their perception of the video was (1).		
4		<p><b>Explain one way in which Bandura et al.'s study into aggression can be considered unethical.</b></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• short term distress from observing aggressive acts</li> <li>• long term effects of modelling aggressive behaviour</li> <li>• children's inability to give informed consent</li> <li>• children observed unknowingly – deception</li> <li>• confidentiality breached due the footage being made available</li> </ul> <p><u>Example of 1 mark answer</u></p> <p>The experiment caused distress (1).</p> <p><u>Example of 2 mark answer</u></p> <p>Bandura et al published photographs of the children used in the study (1) which can be seen as a breach of confidentiality nowadays (1).</p> <p><u>Example of 3 mark answer</u></p> <p>The participants were not adequately protected (1) as they were purposefully exposed to aggressive role models (1) which could have encouraged anti-social in the long term which could harm them as individuals or others (1).</p>	3	<p><b>3 marks</b> for a clear response which identifies a relevant ethical issue that is well explained in the context of the study.</p> <p><b>2 marks</b> for a response which identifies a relevant ethical issue that is considered in the context of the study, or for a response which identifies a relevant ethical issue that is well explained but is not applied to the study.</p> <p><b>1 mark</b> for identifying a relevant ethical issue either explicitly or implicitly.</p> <p><b>0 marks</b> – no creditworthy response.</p>
5		<p><b>Discuss to what extent Lee et al.'s contemporary study in developmental psychology changes our</b></p>	5	<p><b>4-5 marks</b> for a developed response which considers at least one discussion point by explaining the point and then effectively analysing the extent to which it changes our understanding of moral development.</p>

		<p><b>understanding of moral development when compared to Kohlberg's study from 1968.</b></p> <p>Possible discussion points:</p> <ul style="list-style-type: none"> <li>• Cross-cultural issues</li> <li>• Use of both boys and girls in research</li> <li>• Use of different scenarios</li> <li>• Moral development as age/stage related</li> <li>• Type of data collected</li> </ul> <p><u>Example of top band response</u></p> <p>Lee et al attempt to measure morality more objectively than Kohlberg through the use of quantitative data. This means we have a more secure understanding of moral development through more reliable evidence of patterns in moral thinking whether by age or culture however there may be some debate about how useful it is to quantify something as complex as morality in this way. It may be that Kohlberg's analysis is more useful due to the richness of his data. Having said this, Kohlberg research was limited by the fact that it only used boys, and Lee et al.'s inclusion of girls in their research gives a more representative view of children's moral development especially when studies between these two pieces have sometimes suggested that girls' moral development progresses differently from boys.</p> <p><u>Example of middle band response</u></p> <p>Lee et al.'s study is a piece of cross-cultural research with a clear emphasis on looking at how culture and social environment interact with age to influence moral development. Kohlberg's research was mainly based</p>	<p><b>2-3 marks</b> for a response which considers at least one discussion point and then analyses the extent to which it changes our understanding of moral development.</p> <p><b>1 mark</b> for identifying a relevant discussion point.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB It is permissible to credit a response (using the full range of marks) that argues there have been no changes in understanding.</p>
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		<p>on looking at Western cultures although he did refer to other types of cultures in his study. However, his scenarios were ethnocentric and did not give him the opportunity to properly explore cross-cultural differences.</p> <p><u>Example of bottom band response</u></p> <p>Lee et al.'s research offered further support to Kohlberg by showing moral development is linked to age.</p>		
6		<p><b>Describe how one of the core studies relates to the biological area.</b></p> <p>Possible studies:</p> <ul style="list-style-type: none"> <li>• Sperry (1968) - split brain study</li> <li>• Casey et al. (2011) - neural correlates of delay of gratification</li> <li>• Blakemore and Cooper (1970) - impact of early visual experience on brain development</li> <li>• Maguire et al. (2000) - taxi drivers and brain plasticity</li> </ul> <p>Possible features of biological area to be described:</p> <ul style="list-style-type: none"> <li>• role of brain and brain function</li> <li>• role of nature</li> <li>• biological determinism</li> <li>• biological reductionism</li> </ul> <p><u>Example of a 4 mark answer</u></p> <p>Maguire et al. examined whether structural changes could be detected in the brain of people with extensive</p>	4	<p><b>4 marks</b> for a clear response which demonstrates very good knowledge of an appropriate study and can effectively relate key features of this study to at least one principle or concept of the biological area.</p> <p><b>3 marks</b> for a response which demonstrates good knowledge of an appropriate study and can relate key features of this study to at least one principle or concept of the biological area.</p> <p><b>2 marks</b> for knowledge of an appropriate study which is related to at least one principle or concept of the biological area, or for a good or better description of an appropriate study without the link to the biological area.</p> <p><b>1 mark</b> for knowledge of an appropriate study and/or principles/concepts of the biological area but where there is no evidence of relating the two ideas.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<p>experience of spatial navigation which as a clear link to the biological approach given its focus on neurology (1). Sixteen right-handed male London taxi drivers participated and had their brains scanned; all had been driving for more than 1.5 years. Scans of 50 healthy right-handed males who did not drive taxis were included for comparison (1). Results showed increased grey matter was in the brains of taxi drivers compared with controls in two brain regions, the right and left hippocampi. This showed the interaction of nature with nurture in the sense that extensive practice with spatial navigation was impacting on the development of the brain (1). This increase in grey matter in turn determined how well taxi drivers were able to navigate London as part of the job supporting the idea of biological determinism (1).</p>		
7	(a)	<p><b>Describe the background to Gould's study into intelligence testing.</b></p> <p><b>Possible content:</b></p> <ul style="list-style-type: none"> <li>• The origins of intelligence testing e.g. Binet &amp; Simon, Stanford-Binet test</li> <li>• Intelligence as inherited</li> <li>• Efforts to test intelligence objectively</li> <li>• Problems of validity and reliability</li> <li>• Ethical implications of testing</li> </ul> <p><u>Example of a 4 mark answer</u></p> <p>The first generation of intelligence tests (from early 1900s) such as the Stanford-Binet and Wechsler tests were individual tests, given to one person at a time; whereas group tests are administered to several people at once.(1) A major push to the develop group testing was America's involvement in WW1. A quick</p>	4	<p><b>3-4 marks</b> for a detailed and accurate description of the background to the study.</p> <p><b>1-2 marks</b> for a brief or vague description of the background to the study which may contain some inaccuracies or irrelevancies.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		and easy method of selecting over one million recruits was needed, and the result was the Army Alpha and Beta tests. This were developed by Yerkes who believed that intelligence was inherited and therefore could not be changed (due to nature). He also believed that intelligence could be measured objectively through use of scoring system (1). Gould aimed to use Yerkes tests to show the problematic nature of psychometric testing in general and the measurement of intelligence in particular (1). Gould also wanted to demonstrate how psychological theories on the inherited nature of intelligence and the prejudice of a society could significantly distort the objectivity of intelligence testing (1).		
7	(b)	<p><b>Explain one way in which Hancock et al.'s study into the language of psychopaths may lack validity.</b></p> <p><b>Possible ways:</b></p> <ul style="list-style-type: none"> <li>• Categorisation of psychopaths may lack validity, especially as researchers used a lower score threshold than recommended</li> <li>• Social desirability may affect how participants responded to Psychopathy checklist</li> <li>• Assessing language using quantitative data may lack construct validity</li> <li>• Findings may lack population validity due to cultural and gender bias.</li> </ul> <p><u>Example of a 1 mark answer</u></p>	3	<p><b>3 marks</b> for a response that</p> <ul style="list-style-type: none"> <li>• identifies a relevant way that the study lacks validity</li> <li>• clearly applies this issue to the study</li> <li>• considers the consequences of this issue.</li> </ul> <p><b>2 marks</b> for a clear response with two of the above features or for a vague response with all three of the above features.</p> <p><b>1 mark</b> for identifying a relevant issue or for some understanding of how the study may lack validity.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<p>The categorisation of participants into psychopaths or not may not have been accurate.</p> <p><u>Example of a 2 mark answer</u></p> <p>Participants may have been aware of what the checklist was trying to measure (1) and may have exaggerated their responses to appear more deviant (1).</p> <p><u>Example of a 3 mark answer</u></p> <p>The findings may lack construct validity (1) as the complexity of language is mis-represented (1) but was reduced down to quantitative measures such as how many subordinates were used in speech (1).</p>		
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Question		Answer	Mark	Guidance
8	(a)	<p><b>Outline the defining principles and concepts of the cognitive area.</b></p> <p><b>Possible content:</b></p> <ul style="list-style-type: none"> <li>• Investigation of our internal mental processes such as memory, thinking and reasoning that start with an input and result in an output observable in our behaviour.</li> <li>• Use of experimental methods to infer thoughts by recording individual's behaviour in cognitive tasks.</li> <li>• Mind as mechanistic suggesting that we process information like a computer.</li> <li>• Behaviour is highly predictable based on identifiable patterns in thinking.</li> <li>• Thought patterns can be changed both as a result of free will and outside factors.</li> </ul>	4	<p><b>3-4 marks</b> for a clear, accurate and detailed outline of the cognitive approach which includes at least two defining principles or concepts.</p> <p><b>1-2 marks</b> for a brief or vague outline of the cognitive approach which includes at least two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy.</p> <p><b>0 marks</b> – no creditworthy response.</p>
8	(b)	<p><b>Describe one application of the principles and concepts of the cognitive area.</b></p> <p><b>Possible applications:</b></p> <ul style="list-style-type: none"> <li>• Cognitive therapies</li> <li>• Eye witness testimony</li> <li>• Memory aids</li> <li>• Teaching and learning</li> <li>• Coaching in sports</li> <li>• Advertising of products e.g. getting attention, recall of products</li> <li>• Campaigns to change attitudes e.g. towards mental health, recycling</li> <li>• Artificial Intelligence</li> <li>• Health &amp; safety e.g. avoiding memory lapses, improving attention</li> </ul>	4	<p><b>4 marks</b> for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the cognitive area.</p> <p><b>3 marks</b> for a detailed and accurate description of a relevant application, or for an accurate description which is clearly related to the principles or concepts of the cognitive area.</p> <p><b>2 marks</b> for an accurate description of a relevant application, or for identifying an application which is related to the principles or concepts of the cognitive area.</p> <p><b>1 mark</b> for identifying an application.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<p><u>Example of a 4 mark answer</u></p> <p>Cognitive therapy works on the basis that a psychological disorder is the result of the way that an individual thinks about a situation or event that could potentially cause a mental health problem (1). The aim of cognitive therapy is to change thought patterns so that these situations or events are perceived more positively – or at least less negatively – in the future (1). For example, research shows that people prone to depression tend to view loss as their fault, as something that will always happen and as something that will pervade other areas of their lives (1). Using cognitive therapy to help such people to make more external, unstable and specific attributions has been successful at reducing their vulnerability to depression (1).</p>		
8	(c)	<p><b>Compare the cognitive area and the psychodynamic perspective in terms of strengths and weaknesses.</b></p> <p><b>Possible strengths/weaknesses of the cognitive approach:</b></p> <ul style="list-style-type: none"> <li>• Highly scientific</li> <li>• Objective study of the mind</li> <li>• Too reductionist</li> <li>• Overly mechanistic</li> <li>• Mind cannot be observed – open to interpretation</li> <li>• Describes rather than explains thinking</li> <li>• Over-reliance on artificial research</li> </ul> <p><b>Possible strengths/weaknesses of the psychodynamic perspective:</b></p> <ul style="list-style-type: none"> <li>• High in validity</li> <li>• Emphasises the importance of past experiences</li> <li>• Too subjective</li> <li>• Too many hypothetical constructs that cannot be tested</li> </ul>	8	<p><b>7-8 marks</b> for a thorough consideration of strengths and/or weakness from each area. Arguments are developed and coherent. There are clear and valid comparisons between the two areas as part of the discussion.</p> <p><b>5-6 marks</b> for a consideration of strengths and/or weaknesses from each area. There is some coherency to the arguments made. There is some attempt to make a comparison between the two areas as part of the discussion.</p> <p><b>3-4 marks</b> for accurately outlining at least one strength and/or weaknesses from both areas.</p> <p><b>1-2 marks</b> for accurately identifying a strength and/or weakness of one or both areas.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<ul style="list-style-type: none"> <li>• Over-reliance on case studies – generalisation is difficult</li> <li>• Lacks parsimony</li> <li>• Poor predictor as unresolved conflicts are said to lead to a variety of issues depending on individual circumstances</li> </ul>		
8	(d)	<p><b>Describe how research supporting the psychodynamic perspective can be seen as socially sensitive.</b></p> <p><b>Possible content:</b></p> <ul style="list-style-type: none"> <li>• Research can be <u>controversial</u> e.g. the notion of childhood sexuality is uncomfortable for many, the debate about whether recovered memories are just false memories leaving innocent people accused of abuse and other crimes</li> <li>• Research risks <u>stigmatising</u> and <u>stereotyping</u> e.g. parents are often blamed for adult problems, especially mothers, which can be seen as sexist. In addition, ideas around penis envy and castration anxiety support gender stereotypes</li> <li>• Research can impact on <u>social values</u> e.g. the perspective suggested homosexuality results from problems in childhood suggesting it is somehow deviant. The perspective suggests that some effects of a bad childhood are irreversible so this means some mental health issues and other atypical behaviours are left unresolved</li> </ul>	4 (2 + 2)	<p><b>3-4 marks</b> for a clear, detailed and well informed description of how research supporting the perspective can be seen as socially sensitive</p> <p><b>1-2 marks</b> for a brief or vague description of how research supporting the perspective can be seen as socially sensitive. There may be some muddling of ideas around the perspective or the nature of socially sensitive research.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB If candidate demonstrates knowledge and understanding of socially sensitive research without effectively applying this to the psychodynamic perspective then award a maximum of 2 marks.</p>

8	(e)	<p><b>Discuss the reductionism/holism debate in psychology. Use examples from appropriate research to support your answer.</b></p> <p><b>Reductionism:</b> The idea that researchers break down a behaviour into its constituent parts and analyse the relative contribution that factor makes.</p> <p><b>Holism:</b> The idea that the ‘whole is greater than the sum of its parts’ and that in order to understand behaviour researchers should consider how different factors at each level contribute to behaviour, rather than trying to reduce these further.</p> <p><b>Possible strengths of reductionism:</b></p> <ul style="list-style-type: none"> <li>• High in parsimony – explaining complex phenomena in their simplest form.</li> <li>• More scientific as it looks to establish cause and effect.</li> <li>• Easier to find empirical evidence when investigation is focused.</li> </ul> <p><b>Possible weaknesses of reductionism:</b></p> <ul style="list-style-type: none"> <li>• Over-simplifies complex phenomena.</li> <li>• Lacks construct validity.</li> <li>• This approach suffers from infinite regress.</li> </ul> <p><b>Possible strengths of holism:</b></p> <ul style="list-style-type: none"> <li>• More face validity.</li> <li>• More likely to explain why things happen.</li> <li>• Gives a more complete picture of human experience.</li> </ul> <p><b>Possible weaknesses of holism:</b></p> <ul style="list-style-type: none"> <li>• Too subjective and open to interpretation.</li> <li>• Tends to neglect the majority of approaches in psychology.</li> </ul>	15	<p><b>12-15 marks</b> for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. A range of points are considered and are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.</p> <p><b>8-11 marks</b> for a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. A range of points are considered and some are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant evidence is used mostly to good effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.</p> <p><b>4-7 marks</b> for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.</p> <p><b>1-3 marks</b> for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. Relevant evidence is weak or not apparent at all. There is limited or no use of psychological</p>
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		<ul style="list-style-type: none"> <li>• More difficult to make predictions.</li> </ul> <p><b>Examples of research supporting reductionism:</b></p> <ul style="list-style-type: none"> <li>• Maguire et al (2000) is seen as reductionist as she proposes that spatial navigation is localised in the hippocampus and that the neural activity in this region enables individuals to navigate their environment effectively</li> <li>• Raine (1997) explained that anti-social behaviours can be reduced to brain abnormalities and these can determine behavioural responses</li> <li>• Moray (1959) reduced the process of attention down to a simple model of dichotic listening</li> <li>• Kohlberg (1968) took the complex process of moral development and reduced it down to a product of biological maturation i.e. age</li> </ul> <p><b>Examples of research supporting holism:</b></p> <ul style="list-style-type: none"> <li>• Simons &amp; Chabris (1999) investigated a number of factors that interact together to impact on attention e.g. how dynamic an event is, saliency of information, whether an event is unexpected or not, difficulty of primary task, etc</li> <li>• Bandura et al. (1961) recognised that a number of factors impact on the likelihood of a child learning behaviour from a model such as sex of model, sex of child, type of behaviour, level of reinforcement, etc</li> <li>• Freud (1909) identified a series of childhood events that a contributed to Hans' phobia of horses</li> <li>• Lee et al. (1997) concluded that a number of interacting factors influence a child's moral development including social and cultural norms and a child's own experience, as well as age</li> </ul> <p>NB Any relevant research is creditworthy. The research does NOT have to pertain to the core studies on this component</p>	<p>terminology and structure is poor. Information presented is rarely appropriate.</p> <p><b>0 marks</b> – no creditworthy response.</p>
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Question			Answer	Mark	Guidance
9	(a)	(i)	<p><b>Describe two features of the area of individual differences and briefly explain how they apply to this article.</b></p> <p><b>Possible features:</b></p> <ul style="list-style-type: none"> <li>• Individuals as unique e.g. <i>not all of us are the same and they should accept peoples different ways</i></li> <li>• Avoiding generalisations e.g. <i>two people can look at something and see very different things</i></li> <li>• Adopting an idiographic approach e.g. the use of different examples to illustrate the same psychological disorder</li> <li>• Understanding/measuring differences e.g. <i>quite simply because there is no shame in having a child on the autistic spectrum</i></li> <li>• Focus on atypical behaviours e.g. <i>my little boy is on the autistic spectrum</i></li> <li>• Focus on personality e.g. <i>they often would love to socialise with friends they just find it harder</i></li> <li>• Holism e.g. the extract shows different factors impacting on the development of autism</li> <li>• Importance of subjective experience in studying behaviours e.g. <i>I cannot truly speak for him as only he knows how he feels</i></li> <li>• Belief in free will e.g. <i>attitudes will only change once people start talking about this stuff</i></li> </ul>	6	<p>For each feature;</p> <p><b>1 mark</b> for knowledge of a relevant feature of the area</p> <p><b>1 mark</b> for further description of the feature</p> <p><b>1 mark</b> for applying this knowledge to the article.</p> <p>N.B. It is not possible to credit the application mark without the knowledge mark otherwise the candidate is simply quoting from the article with no evidence of understanding.</p>
9	(b)		<p><b>Outline what is meant by a case study and briefly explain how this method could apply to the article.</b></p> <p><b>Possible definition of case study:</b> A method which focuses on one individual or one group (1) in order to investigate the subject matter in some depth (1).</p>	4	<p><b>4 marks</b> for a detailed and accurate outline of the case study method and for effectively applying its features to the case studies in the article.</p> <p><b>3 marks</b> for a detailed and accurate outline of the case study method and for a vague attempt to apply its features to the case studies in the article, or for a brief but accurate outline of the case study method and for</p>

		<p><u>Example of a 4 mark answer</u></p> <p>A case study can focus on individuals in an effort to understand them (1) and so this article is using case studies by using different parents own stories to illustrate what autism is (1). The article is not making broad generalisations about autism (1) but instead is using the detail of each case to show subjective experiences of the disorder (1).</p> <p>NB Application to the article may take the form of explaining how some of the children/families could be followed up through use of the case study method and this is an acceptable approach to the question too.</p>		<p>effectively applying its features to the case studies in the article.</p> <p><b>2 marks</b> for demonstrating some knowledge of the case study method which may or may not be in the context of the article.</p> <p><b>1 mark</b> for identifying a feature of the case study method, either explicitly or implicitly.</p> <p><b>0 marks</b> – no creditworthy response.</p>
9	(c)	<p><b>Describe Baron-Cohen et al.'s study into autism and briefly explain how its findings relate to the article.</b></p> <p><b>Possible key features for description of study:</b></p> <ul style="list-style-type: none"> <li>• Background to study</li> <li>• Aims and hypotheses</li> <li>• Design</li> <li>• Sample</li> <li>• Procedure</li> <li>• Materials</li> <li>• Key findings</li> <li>• Conclusions drawn</li> </ul> <p><b>How findings relate to the article:</b></p> <ul style="list-style-type: none"> <li>• The minds of people with autism do function differently from normal</li> <li>• There are patterns in the behaviour of people with autism – evidence for autism as a syndrome</li> <li>• Autism affects people's ability to socialise</li> <li>• Autism is not related to intelligence</li> </ul>	7	<p>For description of the study;</p> <p><b>5 marks</b> for a detailed and accurate description which identifies most of the key features of the study but must include procedure and findings.</p> <p><b>3-4 marks</b> for an accurate description which identifies most of the key features of the study.</p> <p><b>1-2 marks</b> for a brief or vague description of the study which identifies some key features.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>For application to the article;</p> <p><b>2 marks</b> a relevant link which is clearly, if briefly, explained.</p> <p><b>1 mark</b> for a clear link or for one which is not well explained</p> <p><b>0 marks</b> – no creditworthy response.</p>

					N.B. Just making a link with 'autism' alone is not creditworthy.
9	(d)	<p><b>Using your knowledge of psychology, suggest ways in which the lives of individuals with autism could be improved.</b></p> <p><b>Possible suggestions:</b></p> <ul style="list-style-type: none"> <li>• Use of operant conditioning to develop more sociable behaviours</li> <li>• Use of modelling to develop more sociable behaviours</li> <li>• Special schooling to support individual needs</li> <li>• Social support groups for parents/carers</li> <li>• Campaigns to raise awareness of autism and reduce stigma/discrimination</li> <li>• Therapeutic play</li> <li>• Use of medication for certain symptoms</li> </ul>	8	<p><b>7-8 marks</b> for a high standard of knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is very effective application of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>5-6 marks</b> for a good standard of knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is effective application of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>3-4 marks</b> for reasonable knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is some application of psychological knowledge within these suggestions. The suggestions are partially accurate.</p> <p><b>1-2 marks</b> for basic knowledge and understanding of how the suggested ways could be used to improve the lives of people with autism. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy.</p> <p><b>0 marks</b> – No creditworthy response.</p> <p>N.B. If only one suggestion is made then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above.</p>	

9	(e)	<p><b>Evaluate the suggestions you have made in part (d) with reference to issues and debates you have studied in psychology.</b></p> <p><b>Potential issues for evaluation:</b></p> <ul style="list-style-type: none"> <li>• Assumptions relating to nature/nurture</li> <li>• Assumptions relating to freewill/determinism</li> <li>• Assumptions relating to reductionism/holism</li> <li>• Assumptions relating individual/situational explanations</li> <li>• Usefulness</li> <li>• Ethical considerations</li> <li>• Social sensitivity</li> <li>• Psychology as a science</li> <li>• Ethnocentrism</li> <li>• Validity</li> <li>• Reliability</li> </ul>	10	<p><b>9-10 marks</b> for demonstrating good evaluation that is relevant to the demand of the question. The arguments are coherently presented with clear understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are in context and supported by relevant evidence of the description given in 9d. More than one suggestion is evaluated.</p> <p><b>6-8 marks</b> for demonstrating reasonable evaluation that is mainly relevant to the demand of the question. The arguments coherently presented in the main with reasonable understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 9d.</p> <p><b>3-5 marks</b> for demonstrating limited evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show limited understanding of the points raised. The evaluation points are occasionally in context and supported by relevant evidence of the description given in 9d.</p> <p><b>1-2 marks</b> for demonstrating basic evaluation that is rarely relevant to the demand of the question. Any arguments lacks clear structure/organisation and show a very basic understanding of the points raised. The evaluation points are not necessarily in context and are not supported by relevant evidence of the description given in 9d.</p> <p><b>0 marks</b> – No creditworthy response.</p> <p>N.B. If only one suggestion is evaluated then a maximum of 6 marks to be awarded. Award marks in line with the descriptors above.</p>
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**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

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**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Telephone: 01223 552552  
Facsimile: 01223 552553

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