

Edexcel

AS Psychology

Questions and Answers

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Introduction

Aims of CD material

This section of the CD-ROM contains some example examination-style questions, with answers and examiner comments. The aims are:

- to explain how marks are awarded
- to show the sorts of question that might be asked
- to help you to test your own understanding, by answering the questions yourself before looking at the answers and comments
- to help with your learning and revision by showing you what you need to know

Examination papers are set by a number of people so these questions are only an idea of what to expect and how answers might be marked.

Unit 1 examination

Unit 1 comprises the **social approach** and the **cognitive approach**. There is one examination paper, which can be taken either in January or in May/June. There are 60 marks for the paper, which lasts 80 minutes. This means that there is 'a mark a minute' with some reading and thinking time. Unit 1 is 40% of AS and 20% of the whole A-level.

The paper is divided into three sections:

- Section A consists of multiple-choice questions and is worth about 12 marks (20%).
- Section B is a short-answer section, worth about 30 marks (50%). Each question is worth up to 6 marks.
- Section C involves extended writing and is worth about 18 marks (30%). One question is an essay question worth 12 marks.

In the specification each approach is split into six sections: definitions, methodology, content, studies in detail, key issue and practical. Both approaches are addressed on the paper and any part of either approach can be asked about in any section.

There are three assessment objectives (AOs):

- AO1 covers knowledge, understanding and good communication.
- AO2 awards the application of knowledge and the evaluation of psychological understanding.
- AO3 is about methodology — carrying out psychology and assessing how others have carried it out. You should expect questions on your practical work, as well as questions about methodology in general.

The split for the three assessment objectives is about 30% for each.

Most marking is on a point-by-point basis. This means that when you make a clear point that answers the question you are awarded 1 mark. Another comment about that same point (elaboration) can also earn a mark. Essay questions and questions about your practical work involve mark bands. Here, you are also assessed on the quality of written communication, including the use of relevant terminology.

On the Edexcel website (www.edexcel.org.uk) there is a specimen Unit 1 exam paper and a mark scheme, which will show you how each question is marked.

Unit 2 examination

Unit 2 comprises the **psychodynamic approach**, the **biological approach** and the **learning approach**. There is one examination paper taken in May/June. There are 80 marks for the paper,

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which lasts 100 minutes. As with Unit 1, this means 'a mark a minute' plus some reading and thinking time. The three assessment objectives are covered on the paper, with about 30% for each. Unit 2 is worth 60% of the AS and 30% of the A-level.

As with Unit 1, each approach is split into six areas and there can be questions about any area of any approach. The paper is divided into three sections:

- Section A consists of multiple-choice questions and is worth about 12 marks (15%).
- Section B is a short-answer section, worth about 40 marks (50%).
- Section C involves extended writing and is worth about 28 marks (35%). There may be some shorter questions in this section, to help give structure. One question is an essay question worth 12 marks.

Note that the number of marks per section may vary.

Unit 2 asks you to compare the explanations of gender given by the three approaches, so you need to be prepared to answer such a question. There is one such question in the specimen assessment material (SAMs), so check this out. You can find this on the Edexcel website or your teacher should have a copy. There is also a CD-ROM with an electronic version of the specification (e-spec) and the SAMs are on this too.

You are expected to be able to use the material you have learned flexibly in exam questions. This is exemplified on this CD by a comparison of the three types of learning.

How to use this question-and-answer CD

Each approach is treated separately and different types of question are provided for each one so that you can gain some experience of what might be on the examination paper. The questions are listed separately from the answers, and are followed by the number of marks and the assessment objectives being tested. Then, for each approach there is a section in which guidance is given for each question followed by an answer and examiner comment. A good way of using this section would be to answer a question yourself, and then refer to the guidance section to see how well you would have done. Keep your answer and your comments about your answer with the relevant section of your notes to help with revision.

Unit 1

Social approach questions

Definitions

- 1** In the boxes below, tick the two statements that apply to the social approach. (2 marks, AO1)
- A** Individuals cannot easily be understood outside their culture.
 - B** Interactions between people are important.
 - C** Information is processed by the brain; there is input, processing and output.
 - D** Individuals are governed most by their biological structures.

Methodology

- 2** Give *one* strength and *one* weakness of surveys as a research method. (4 marks, AO2)

Content

- 3** What is meant by the term 'obedience'? (2 marks, AO1)
- 4** Describe Milgram's agency theory of obedience. (4 marks, AO1)
- 5** Evaluate social identity theory as an explanation of prejudice. (4 marks, AO2)

Studies in detail

- 6** Evaluate Hofling et al. (1966). (5 marks, AO2 or AO3)
- 7** Describe the findings (results and/or conclusions) of either Reicher and Haslam (2003, 2006), Sherif et al. (1954, 1963, 1981) or Tajfel et al. (1970, 1971). (5 marks, AO1)

Key issue

- 8** Read the source below. Then, using concepts from the social approach, explain what is being said. (6 marks, AO2)

Fighting broke out between two local villages when a visiting rugby team from one of the villages won an annual competition by 28 points. At first, the fight was between two players who had clashed during the match, but the fighting soon spread and the police had to be called. Elders from one of the villages explained that there had been prejudice between the two villages for years, ever since a factory built near one village had brought good road links and jobs to that village. The other village was in a different valley and did not have the same advantages.

Unit 1

Answers and guidance

Question 1

In the boxes below, tick the two statements that apply to the social approach.

(2 marks, AO1)

- A Individuals cannot easily be understood outside their culture.**
- B Interactions between people are important.**
- C Information is processed by the brain; there is input, processing and output.**
- D Individuals are governed most by their biological structures.**

e This is a multiple-choice question with two correct answers. Read all four statements carefully. Then, identify those that you think are correct. Confirm your choices by checking that the other two statements are definitely wrong.

Answer

e A and B are the correct answers. Information processing refers to cognitive processing and the social approach does not cover biological factors, so the first two statements are correct.

Question 2

Give *one* strength and *one* weakness of surveys as a research method.

(4 marks, AO2)

e There are 2 marks for the strength and 2 marks for the weakness. Do not just give a brief answer for each — be sure to expand your answer sufficiently to obtain 2 marks. For example, say what the strength is, and then either explain it further or give an example. Avoid answers such as 'it is quick' or 'cheap' or 'easy' — if it is, explain why.

Answer

One strength of surveys is that a lot of people can be reached relatively cheaply by posting surveys or by handing them out in a busy area. Compared with an experiment, many participants can be reached and potentially contribute data ✓ ✓. A weakness is that there can be a poor response rate. It is likely that many people will not post the survey back, or that, when asked personally, people will refuse to take part ✓ ✓.

e A strength and a weakness are correctly identified, for 1 mark each. In each case there is some expansion, so this answer scores all 4 marks.

Question 3

What is meant by the term 'obedience'?

(2 marks, AO1)

e You need to give a definition of obedience. A simple definition will gain 1 mark and a more detailed definition will gain 2 marks.

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Answer

Obedience is when people obey others in authority ✓.

- e This answer gets 1 mark because it is correct, but not worth both marks. The mark is awarded for 'others in authority'. More needs to be said such as 'following orders' rather than 'obey' because 'obey' is obvious. For both marks, more detail is needed — for example, mentioning that obeying means that the individual is in an agentic state, or saying that obedience differs from conformity in that someone is acting upon orders. An example could be used, such as saying when someone moves a car because a parking attendant tells them to.

Question 4

Describe Milgram's agency theory of obedience.

(4 marks, AO1)

- e There are 4 marks here, all for describing agency theory. An example will help to illustrate your answer and show that you understand the theory, but keep it short as it will be worth no more than 1 mark.

Answer

In Milgram's study, the participants denied to themselves that they were responsible for their actions. They allowed the experimenter to take responsibility for what was happening. When you are not acting under your own control, but because of the orders of someone else, you are their agent, and this is being in an agentic state ✓✓.

- e The 2 marks awarded here are for saying what an agentic state is. Otherwise, the answer is not well focused on the question. The remaining 2 marks would be gained by linking an agentic state to Milgram's study and showing that the participants felt that they had to continue and were just obeying orders. This was his agency theory of obedience — that people were not making their own decisions. The answer could have said that the opposite of the agentic state is being autonomous and acting on one's own decisions. Being in an agentic state means doing what someone in authority asks, possibly because of having been brought up that way.

Question 5

Evaluate social identity theory as an explanation of prejudice.

(4 marks, AO2)

- e Note that for 'evaluate' questions, you do not have to describe anything. Assume that the examiner knows what the theory is, because all 4 marks are for evaluation. You could say that another theory explains prejudice better or contradicts this one, or you could criticise the research methods used to arrive at the theory — for example, researchers might have used laboratory experiments that were not valid.

Answer

Many studies have shown that we prefer our in-group and are less interested in any out-groups, and such findings are evidence for social identity theory. Tajfel did a lot of work in this area, and others have too. It seems that we boost our self-esteem by siding with an in-group, which means going against an out-group. So social identity theory seems a reasonable explanation and there is evidence ✓.

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It can also explain the findings of other studies of prejudice. For example, Minard's study of miners could have shown that the miners were an in-group when working, but when above ground they were no longer an in-group (not being 'miners' any more but going home to different roles) ✓.

Sherif's study at Robbers Cave, although arriving at the theory of realistic conflict as an explanation of prejudice, did look at in-group and out-group behaviour between the Rattlers and Eagles and found out-group hostility, as social identity theory predicts ✓. Sherif found that conflicts such as tournaments where the boys could win points led to prejudice, and reducing conflicts improved relations between the groups. This is an alternative theory, the theory of realistic conflict. However, much of the research was carried out using experiments and falsely formed groups, so the conclusions might not be valid ✓.

- e This answer gains full marks. 1 mark is awarded for saying that there is a lot of supporting evidence (although this needs elaboration, as is done here), and the elaboration gets a second mark. Another mark is awarded for the reference to the theory being useful in explaining Sherif's findings. A further mark is gained for giving and briefly explaining an alternative theory, and a final mark could be for the methodological criticism of the lack of validity.

Question 6

Evaluate Hofling et al. (1966)

(5 marks, AO2 or AO3)

- e Evaluation of studies can take many forms. You can give ethical issues (good and/or bad), alternative theories or studies, methodological problems (such as the reliability of experiments or the limitations of case studies) or criticisms of the study itself. Be sure to write enough for 5 marks. You should try to say five things, although it is possible to gain more than 1 mark for a good, well-made point. This question is likely to be AO3 because the methodology and study findings are to be evaluated. However, if the answer includes evaluation using another study or a theory, such as saying that the study reinforces Milgram's agency theory, it could be argued that that is AO2.

Answer

The nurses carried out instructions under the doctor's authority. As part of the study, a control group was asked if they would obey instructions such as those given in the study, and they all said that they would not. This shows that the situation and the social pressure at the time influences behaviour, which is a useful contribution ✓. As this study was a field study and took place in a real hospital with real nurses, it was thought to be stronger evidence of obedience than Milgram's artificial laboratory study. The study has validity ✓✓. The nurses were from different hospitals so the findings might be generalisable, but they were all female so there may have been an issue in generalising to male nurses. The obedience could have occurred because the 'doctor' was male and the nurses female ✓✓.

- e 1 mark is achieved by pointing out the usefulness of the contribution. The comparison with Milgram's study and showing that Hofling's study is arguably more valid gains 2 marks. This is a double mark because there is a lot of information; a candidate giving some of this would get 1 mark. A further double mark is given because the issue of generalisation is covered in some detail, with examples of why it might be a problem. So this answer scores all 5 marks.

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Question 7

Describe the findings (results and/or conclusions) of either Reicher and Haslam (2003, 2006), Sherif et al. (1954, 1963, 1981) or Tajfel et al. (1970, 1971)

(5 marks, AO1)

- e** This question asks for the results and/or conclusions of one of the listed studies. There are 5 marks available, so details are required. It would be wise to give both the results and the conclusions; focus on these and do *not* describe what happened in the study. Make sure the study that you are describing is identifiable, which it should be if the results and/or conclusions are accurate.

Answer for Reicher and Haslam (2003, 2006)

Reicher and Haslam found that participants who were given the role of prisoners formed an in-group and worked as a group as well as identifying with it ✓. However, the five guards did not form a group and did not work as a team ✓. It was noticed that the strongest personalities were among the prisoners, which may have led to the strength of the prisoners ✓. As the prisoners grew stronger as a group, they overcame the authority of the guards and a commune-style system was developed by agreement of all the participants ✓. However, this did not last either and by the end of the study the participants had agreed that they needed a strong system to achieve the aims that had been set ✓.

- e** This answer works systematically through the results and is clear and detailed. There are no conclusions, except perhaps in saying that the strongest personalities being among the prisoners might have led to the results. Each point achieves a mark because each is clearly expressed. More about the conclusions would have added marks had they been needed. For example, Reicher and Haslam concluded that social identity theory was supported by their findings and that identification with an in-group helps with decision making and developing group norms.

Answer for Sherif et al. (1954, 1963, 1981)

Sherif et al. found that the boys formed two in-groups and quickly formed leader–follower relations, as well as setting up group norms so that decisions could be made ✓. Once each in-group knew about the other, they became hostile towards each other and, for example, started to call each other names ✓. They wanted to compete with the out-group. Competition led to hostility and friction ✓. Finally, working towards superordinate goals reduced the friction ✓ but only after they had to work together to achieve a number of such goals ✓.

- e** This answer also scores the full 5 marks because of the detail given. The last point about superordinate goals gets a double mark because it mentions that more than one superordinate goal had to be worked towards for the reduction of prejudice. The use of the term ‘superordinate goal’ also enriches the answer.

Answer for Tajfel et al. (1970, 1971)

Tajfel et al. set up minimal groups by falsely suggesting that individuals liked either Klee or Kandinsky and as such that put them into a special group. They set up a study in which the participants had to give rewards to either their own group members or individuals from the other group, the out-group. It was found that even when minimal groups were formed, the members of the in-group still favoured their own members against out-group members ✓.

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- e** This response earns only 1 mark. Much more detail is needed about the results and/or conclusions. The answer is flawed because it focuses on the procedure of the study, which is not asked for, so that part of the answer gets no marks. This shows the importance of reading the question carefully and answering what is asked.

Question 8

Read the source below. Then, using concepts from the social approach, explain what is being said.

(6 marks, AO2)

Fighting broke out between two local villages when a visiting rugby team from one of the villages won an annual competition by 28 points. At first, the fight was between two players who had clashed during the match, but the fighting soon spread and the police had to be called. Elders from one of the villages explained that there had been prejudice between the two villages for years, ever since a factory built near one village had brought good road links and jobs to that village. The other village was in a different valley and did not have the same advantages.

- e** This extract focuses on groups, which suggests that social identity theory is a good choice to explain the extract. If you have covered the study by Sherif et al. you could also look at the idea that competition leads to hostility between groups and that working towards superordinate goals can help to reduce this hostility. If you have studied the work carried out by Tajfel et al. on minimal groups, you could use those findings to help to explain the extract. The study by Reicher and Haslam also looks at the success of an in-group structure, so this could also be used. When studying the social approach, you will examine what the approach is about in general — for example, how behaviour has to be understood in terms of groups and cultures. These concepts could also be useful in answering this question. Remember to refer to the source at least once in your answer to show you are focusing on the question.

Answer

Social identity theory claims that prejudice arises when an in-group becomes hostile to an out-group, possibly to enhance the self-esteem of the in-group. In the source passage, the villagers in each case would probably be an in-group, including not only those who were team members, but the whole village ✓. Conflict may have arisen due to the better opportunities in one village, which the other villagers also wanted. Realistic conflict theory argues that in teams such competition, which already existed, would be more severe. If the villages had to work together to defeat a common enemy, this would be a superordinate goal and, according to the theory, the two groups of villagers would be less prejudiced towards one another ✓.

- e** Two concepts of how prejudice might occur (social identity theory and realistic conflict theory) are here. In each case, 1 mark is awarded for accurately describing the concept. In this case, the villages were in competition but, if another situation arose in which they had to work together — for example, to achieve a superordinate goal — prejudice might be reduced. This links to the study by Sherif et al. and an alternative theory, realistic conflict. Ideas from crowd behaviour could also have been used successfully here, as well as evidence from other studies.

Unit 1

Cognitive approach questions

Definitions

- 1 Outline *one* factor that could be included in a definition of the cognitive approach.** (3 marks, AO1)

Content

- 2 Outline *one* theory of forgetting.** (3 marks, AO1)
- 3 Evaluate *one* theory or model of memory in terms of *two* of the following criteria: methodological issues, ethical issues, alternative theories, research evidence for contradictory claims, practical application.** (6 marks, AO2)

Studies in detail

- 4 You have studied the divers' study by Godden and Baddeley (1975) and one other study from Peterson and Peterson (1959), Craik and Tulving (1975) and Ramponi et al. (2004). In terms of the methodology used, compare the study by Godden and Baddeley (1975) with one of the other three studies.** (6 marks, AO3)

Practical

- 5 When studying the cognitive approach you will have carried out an experiment of your own. Answer the following questions based on what you did and what you found:**
- a What was the aim of your experiment?** (2 marks, AO3)
- b Which participant design did you use?** (1 mark, AO3)
- c Give *one* reason why you chose that design.** (1 mark, AO3)
- d Give *one* aspect of your study that you controlled.** (1 mark, AO3)
- e Explain *one* reason why you had to control the aspect you gave for (d).** (2 marks, AO3)
- f Outline *two* reasons why the experimental research method was the correct method to choose for your study.** (4 marks, AO3)

Total: 11 marks

Answers and guidance

Question 1

- Outline *one* factor that could be included in a definition of the cognitive approach.** (3 marks, AO1)

- e** This question asks for an outline, which means a brief description. One way of getting 1 mark is to give an example, but you should outline the factor first. Think of something about the approach and write it down. Then, explain it further (elaboration). Finally, give an example of this factor within the approach.

Answer

The mind/brain processes information like a computer ✓. We take information in and it is then subjected to mental processes. There is input, processing and then output ✓. For example, we take information in via the senses, process it (according to Atkinson and Shiffrin) through the short-term and the long-term memory stores and then, if we remember the information, there is an output ✓.

Unit 1

- e** This is a clear and concise answer that gains 1 mark for the factor (we process information like a computer) and 1 mark for linking this to the processing of information and for expanding on this by mentioning input, processing and output. There could have been 2 marks here if the idea of mental processes had been expanded. The example of the Atkinson and Shiffrin (1968) model gained the final mark because it illustrates the point well. Note that just saying that Atkinson and Shiffrin's model is an example would not be sufficient, you have to show *how* it is an example.

Question 2

Outline one theory of forgetting.

(3 marks, AO1)

- e** Giving one theory of forgetting will earn you the first mark. The remaining 2 marks are for expanding your answer. Say what the theory is, and make sure you say enough about it to earn those 2 marks.

Answer

Retrieval failure — the cues for recall ✓ do not match the encoding that takes place in memory ✓.

- e** Retrieval failure due to lack of cues scores 1 mark and the additional information about cues not matching encoding scores another mark. However, this answer is not a clear outline of a theory of forgetting. The candidate should have mentioned cue-dependent forgetting, and state and context dependency. This answer scores 2 out of 3 marks, but only just.

Question 3

Evaluate one theory or model of memory in terms of two of the following criteria: methodological issues, ethical issues, alternative theories, research evidence for contradictory claims, practical application.

(6 marks, AO2)

- e** You have to do two things here. There are 6 marks available, so there are 3 marks for each task. Choose one of the criteria (e.g. ethical issues) and say three things about ethical issues in relation to your chosen theory of memory. Then choose one of the other criteria (e.g. alternative theories) and say three things about alternative theories. You can gain marks by elaborating a point — for example, if you choose ethics and discuss one ethical issue in depth, you could gain more than 1 mark. Alternatively, you could gain marks by looking at different ethical issues.

Answer

The multi-store model has stimulated much research into the mind, to try to identify how memory is used and stored. This led to research by Baddeley and Hitch who came up with the working memory model ✓. The working memory model expands short-term memory to look at four different areas ✓. These include an articulatory loop, a visuospatial scratchpad and a central executive ✓. Research is based on experimental evidence, which is said to lack validity, as artificial tasks are used ✓.

Unit 1

- e** The first criterion covered is alternative theory, and for this all 3 marks are gained: 1 mark for mentioning that the model stimulated research, such as the working memory model, 1 mark for mentioning the four areas of the working model and the third mark for elaborating on this. The second criterion chosen is methodological issues, and 1 mark is gained for mentioning the artificial nature of the experiments. For the final 2 marks, this could have been expanded by means of an example or at least explained more fully. For example, in the study by Peterson and Peterson (1959) nonsense syllables were used and they are not what memory would normally be about.

Question 4

You have studied the divers' study by Godden and Baddeley (1975) and one other study from Peterson and Peterson (1959), Craik and Tulving (1975) and Ramponi et al. (2004). In terms of the methodology used, compare the study by Godden and Baddeley (1975) with one of the other three studies. (6 marks, AO3)

- e** This question is about comparing the methodology of two studies. When asked to make a comparison, you have to give similarities and or differences. It is a good idea to think of as many aspects of the methodology of one of the studies as you can and then, for each aspect, say how the other study is the same or different. Another way is to think of methodological issues and say how the two studies are similar or different with regard to those issues. Remember, when making a comparison to say explicitly that one is 'X' whereas the other is 'Y'.

Answer to Godden and Baddeley (1975) compared with Peterson and Peterson (1959)

Both the studies look at cognitive processes, so in that way they are similar. However, Peterson and Peterson (1959) focus more on remembering, with Godden and Baddeley (1975) focusing on forgetting. Both studies used experiments as the research method ✓. Godden and Baddeley (1975) used a repeated measures design; Peterson and Peterson (1959) set up two experimental procedures, one of which used independent groups, so the design of the studies was different ✓. Godden and Baddeley (1975) used lists of words and Peterson and Peterson (1959) used lists of consonants that they used one by one, so the two studies were similar in that they both used words or letters that had to be recalled ✓. Both studies were controlled carefully so that only the independent variable was varied and the changes in the dependent variable could be said to be caused by the variation in the independent variable ✓. For example, Godden and Baddeley (1975) tried to ensure that moving from water to land for one group did not cause disruption that would not apply to the other group ✓. Peterson and Peterson (1959) were careful not to use the same consonants more than once for each participant ✓.

- e** The first mark is for saying that both studies used experiments. However, this could have included more detail — this comes later when cause and effect and controls are mentioned. The second mark is for comparing the designs, and this time there is *almost* enough for 2 marks for this point.

The third mark is for saying that the stimulus materials were similar and the fourth is for mentioning good controls and elaborating about the independent and dependent variables. The final 2 marks are for giving the detail about the controls, one example for each study. Notice that although the first two points about the studies — looking at cognitive processes and being about memory or forgetting — are correct comparison points, but earn no marks because this question is about methodology.

Unit 1

Answer to Godden and Baddeley (1975) compared with Ramponi et al. (2004)

Both Godden and Baddeley (1975) and Ramponi et al. (2004) used experiments as their research method and both tried to isolate single variables that could be tested to find out about cognitive processes ✓. Godden and Baddeley (1975) used fewer participants than Ramponi et al. (2004), because there were not many divers that they could use in the field study whereas Ramponi et al. (2004) had a large sample of both older and younger participants ✓. Godden and Baddeley (1975) had 18 participants and Ramponi et al. (2004) had 96 ✓. Both studies involved memory testing involving words so in that way they were similar ✓. Godden and Baddeley (1975) worked in the field with their participants in that they were divers and the study worked around them whereas Ramponi et al. (2004) set the study up solely for the purpose of gathering the data, which makes the two studies different with regard to validity ✓. It could be said that the Godden and Baddeley (1975) study was more valid because the divers were doing what they did anyway. However, divers do not usually learn lists of words with special equipment, so this study was no more valid than that of Ramponi et al. (2004) ✓.

- e** This detailed answer scores all 6 marks. There are almost 2 marks in the first sentence because the candidate says that both studies used experiments, as the previous answer did, and then adds further detail. However, it was decided that the two points together were worth 1 mark, rather than 2. The similarity of both studies in using words and a memory test earns 1 mark. The point about the number of participants is detailed and earns 2 marks, as does the point about validity.

Answer to Godden and Baddeley (1975) compared with Craik and Tulving (1975)

Both Godden and Baddeley (1975) and Craik and Tulving (1975) used experiments as their research methods and used careful controls to aim for cause-and-effect conclusions ✓✓. They both used a repeated measures design. This means that they both controlled for participant variables, which is useful when aiming for cause-and-effect conclusions ✓. Both studies asked participants to recognise words from a list. This makes them similar, which is not surprising because they both looked at cognitive processes ✓.

- e** The first sentence scores 2 marks — it says a little more than the first sentence of the previous two answers. The comparison of the designs scores 1 mark and a further mark is awarded for the point about using word lists. To obtain the remaining 2 marks, more needed to be said. Reliability could have been mentioned because it is aimed for by the controls and research method chosen. The candidate could also have referred to validity. Neither study is valid because of the reliance on word lists, which is an unnatural task.

Question 5

When studying the cognitive approach you will have carried out an experiment of your own. Answer the following questions based on what you did and what you found:

- a** **What was the aim of your experiment?** (2 marks, AO3)

- e** You only have to give a clear sentence on what your study was about to earn the 2 marks. You don't have to give the hypothesis, just what you were trying to find out.

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Answer 1 to part (a)

- a** The aim of my study was to see whether more words are remembered when people have to apply meaning when using the words, rather than when they only have to look at the structure of the words.

Answer 2 to part (a)

- a** To see if levels of processing affect the recognition of words.

- e** Answer 1 scores both marks because there is enough detail included. Answer 2 scores 1 mark because although the aim is quite clear and mentions that recognition was tested, a little more, perhaps explaining levels of processing, would have been more useful.

b What participant design did you use?

(1 mark, AO3)

- e** There are three participant designs. However, it is unlikely that you matched your participants, so you probably did not use matched pairs. Most likely, you used either a repeated measures design or an independent groups design. The examiner may not be able to tell which design you used, but may be able to judge it from your aim and your other answers. Questions about the practical that are worth 1 mark are marked with 0 or 1 mark for the bands.

b Repeated measures

- e** This is likely to be the case because Craik and Tulving (1975), whose study seems to be being replicated here, used repeated measures. The mark is awarded.

c Give one reason why you chose that design.

(1 mark AO3)

- e** If you think of why such a design is used, this could be your answer. Make sure that your answer is clear and does not just use terms that you might not understand. Show that you understand your reason. If you give more than one reason, the examiner will mark them all and credit the best. No reason at all, or a one-word answer that does not show understanding would fail to score. A reason given and clearly understood will earn the 1 mark.

- c** A repeated measures design was used because it would rule out participant variables and the same people would be doing all the conditions.

- e** There is an important point to be made here. If the answer had stopped at 'variables' the mark would not have been given. This is because it would not have been clear that the candidate understood the reason for choosing a repeated measured design. Adding that the same people are doing all the conditions shows understanding of how participant variables would be controlled. This answer is sufficient for 1 mark because it is more than brief and shows understanding.

d Give one aspect of your study that you controlled.

(1 mark, AO3)

- e** Think of one thing you had to do to make the experiment fair.

- d** I made sure that all the participants had the same length of time to look at the stimulus materials.

- e** This is a clear answer for 1 mark. The examiner can check by looking at the response to the next question.

Unit 1

e Explain one reason why you had to control the aspect you gave in part (d) (2 marks, AO3)

- e** There are 2 marks available, so explain the reason. Make sure that you say clearly why it was important to control that aspect of your study and what the consequences would have been if it had not been controlled. The levels is the same as for part (a) that also had 2 marks available: 0 marks for no reason, 1 mark for a brief reason showing some understanding and 2 marks for a clear reason that is understood. If the answer does not relate to part (d), no marks are awarded.
- e** The participants had to work through a questionnaire and answer questions, such as whether a word was in upper- or lower-case letters. If some participants had longer to study the questions and words, they may have recognised more than people who did not have as long.
- e** This answer scores the 2 marks. The reason is clearly explained — if one participant had longer than another to study the words it could affect the likelihood of a word being recognised as being in the list.

f Outline two reasons why the experimental research method was the correct method to choose for your study. (4 marks, AO3)

- e** You could give a general answer about why experiments are good but you should refer to your study at least once. You could refer to the 'words' or the 'meaning' for example, depending on what your study was about. Make sure that it is clear that you have applied your general answer to your own study. If you give more than two reasons you would earn marks for the best two. If you give only one reason and explain it fully, you would get 2 marks. This would be made clear in the levels — two good quality reasons score full marks, one good quality and one basic reason scores 3 marks and so on.

Answer 1 to part (f)

- f** Experiments are carefully controlled and can give cause-and-effect conclusions.

Answer 2 to part (f)

- f** I used an experiment because I was replicating Craik and Tulving (1975) and they used an experiment. Using the same research method as they did means that my results can be compared with their results to see if I also found that working on the meaning of the word improved recognition. Another reason for using an experiment is that I only wanted to change whether the participant used the structure of a word in the questionnaire or the meaning of a word, so everything else that they had to do had to be the same. This was so that, knowing nothing else had affected the results. I would be able to draw conclusions about the independent variable.
- e** Answer 1 is weak. It does not show that the candidate understands the terms and it also does not link to his/her own study. The candidate fails to score. Answer 2 is much better. There are two clear reasons that earn 1 mark each and for each reason there is sufficient elaboration to award the remaining 2 marks. The study is referred to and the answer is not just general. Answer 2 scores all 4 marks.

Questions and Answers

Unit 2

Questions have been chosen to complement those provided for Unit 1. There is not as much examiner advice as there is for Unit 1 because the same guidance is often relevant. So, when you are using the following questions to help you learn the material and prepare for the exam, remember the advice that was given for the Unit 1 questions and answers. You could use the question structure of the Unit 1 questions and make up some further questions for Unit 2.

Psychodynamic approach questions

Definitions

- 1** A psychoanalyst, working within the psychodynamic approach, was helping a client who was having disturbing dreams. Tick the appropriate underlying concept that the analyst would be considering. (1 mark, AO1)
- A** Dreams are biological and help to clear thoughts from the previous day.
 - B** Dreams have no meaning and it is not known what they are for.
 - C** Dreams are a by-product of sleep patterns.
 - D** Dreams are ways of releasing unconscious desires.

Key issue

- 2** With reference to the following story, suggest an analysis using concepts and ideas from the psychodynamic approach. If you wish, as well as the psychodynamic approach, you may also refer to another approach that you feel is relevant. (8 marks, AO2)

Alan had followed his father into the business but could not understand why. He hated doing accounts and he also hated engineering. It was strange, because his sister Suzy, who, like their mother, was a teacher, would have loved the business. Alan had to admit that his wife was right — he was depressed. He had even been to see an analyst, who talked about his early life and seemed very interested in his dreams! Alan was angry with the analyst and thought it had been a waste of time, so he was not sure whether he would go back.

Answers and guidance

Question 1

- A psychoanalyst, working within the psychodynamic approach, was helping a client who was having disturbing dreams. Tick the appropriate underlying concept that the analyst would be considering. (1 mark, AO1)
- A** Dreams are biological and help to clear thoughts from the previous day.
 - B** Dreams have no meaning and it is not known what they are for.
 - C** Dreams are a by-product of sleep patterns.
 - D** Dreams are ways of releasing unconscious desires.

- e** D is the correct answer. The other three statements do not fit the psychodynamic approach.

Unit 2

Question 2

With reference to the following story, suggest an analysis using concepts and ideas from the psychodynamic approach. If you wish, as well as the psychodynamic approach, you may also use another approach that you feel is relevant. (8 marks, AO2)

Alan had followed his father into the business but could not understand why. He hated doing accounts and he also hated engineering. It was strange, because his sister Suzy, who, like their mother, was a teacher, would have loved the business. Alan had to admit that his wife was right — he was depressed. He had even been to see an analyst, who talked about his early life and seemed very interested in his dreams! Alan was angry with the analyst and thought it had been a waste of time, so he was not sure whether he would go back.

Answer

Freud thought that a boy learned his gender role by identifying with his father through the Oedipus complex ✓. This occurred in the phallic stage, when the boy would be about 5 years old. The boy would have feelings for his mother, and, as the phallic stage focuses on the genitals, these feelings would be sexual ✓. However, he would also be afraid of his father (castration fear), so to resolve the conflict between fearing his father as a rival and wanting to possess his mother, the boy would ‘become’ his father by identifying with him ✓. This would involve taking on his father’s behaviours and attitudes, thus developing male gender behaviour ✓.

Even though it seems that he feels he does not fit there, Alan followed his father into business. This could be because he took on his father’s behaviours and beliefs and followed that path through into adulthood ✓. Alan’s sister has followed her mother’s career path. According to the psychodynamic approach, girls are supposed to identify with their mothers through the Electra complex in a similar way to boys with the Oedipus complex, though less strongly ✓. Perhaps Alan is depressed because he is not doing what suits him, which is connected to fearing his father (which is why he did what his father wanted and went into the business) ✓. The analyst seems to have wanted to ask more about this aspect of Alan’s life, which has angered him. If the analyst was male, Alan may have transferred his feelings of anger towards his father onto the male analyst, which is called ‘transference’ and is part of the analysis ✓.

e This answer focuses only on the psychodynamic approach, which is fine. The first 4 marks are for the detail about the Oedipus complex. This is always worth focusing on in a question about children, parents and strong feelings, particularly where gender is involved. The answer then explains how the Oedipus complex links to Alan. This is important because you have to relate to the source at least once, and preferably throughout. The answer also draws Suzy in, so clearly the focus is on the material provided. The part about transference shows clear understanding of the processes of psychoanalysis. This answer scores the full 8 marks.

The answer could also have referred to the biological approach by suggesting that Alan might be suited to the business because he has inherited 50% of his genes from his father — though, in fact, Alan says that he does not like the work. The answer could also have brought in social learning theory, perhaps by suggesting that the two children imitated their parents and were reinforced for doing so.

Unit 2

Biological approach questions

Methodology

- 1 In terms of its methodology, describe what is meant by a 'twin study'. (4 marks, AO1)
- 2 Give *three* reasons for choosing a Mann–Whitney U test to test for significance. (3 marks, AO3)

Practical

- 3 Outline the procedure of the study that you carried out for the biological approach. (3 marks, AO3)

Answers and guidance

Question 1

In terms of its methodology, describe what is meant by a 'twin study'. (4 marks, AO1)

Answer

Twin studies look at identical and non-identical twins and compare them ✓ whereas adoption studies look at adopted children to see how far they are like their biological parents.

- e** The point about comparing the two types of twin scores 1 mark. There are no marks available for talking about adoption studies, unless the candidate had discussed *twins* that were adopted and related this to the question. A further 2 marks could be gained by explaining zygosity: MZ and DZ twins (1 mark if explained well) and that MZ twins have 100% of their genes in common whereas DZ twins have 50% of their genes in common (1 mark). The final mark could be gained by explaining about concordance and why it is important. Marks could also be gained by giving an example of a twin study (e.g. Gottesman and Shields) with a brief explanation, or by giving an example of how twin studies have been used, such as when looking at schizophrenia.

Question 2

Give *three* reasons for choosing a Mann–Whitney U test to test for significance. (3 marks, AO3)

Answer

A test of difference not a correlation ✓, an independent groups design ✓ and more than nominal data ✓.

- e** These answers are sufficient for 3 marks. In this type of question you need only list the requirements for the test.

Unit 2

Question 3

Outline the procedure of the study that you carried out for the biological approach.

(3 marks, AO3)

Answer

The study was a test to look at gender differences in verbal tasks. I used 20 anagrams, which were all five-letter or six-letter words that are quite well known. They were all either colours or nouns — for example, orange, purple, table and train. The letters in each word were muddled up to produce the anagrams (e.g. gerona). I made sure that this muddling did not make the word too obvious. Then I asked ten males and ten females to try to solve the anagrams in 1 minute. I gave them a set time so that they did not get bored or annoyed. I asked them to write the answers down as they solved them and that gave me the number correctly solved. I recorded on each sheet whether the person was male or female.

- e** This is all very clear. The marking for a question about the practical uses levels:
- 0 marks for no procedure or for a procedure that could not be understood.
 - 1 mark for a weak answer that makes one point about the procedure or is confused.
 - 2 marks for more information about what was carried out so that the study could be replicated to an extent.
 - 3 marks for a procedure that is replicable although, for just 3 marks, not everything would have to be detailed.

This answer scores the full 3 marks.

Unit 2

Learning approach questions

Content

- 1** You have studied three types of learning: classical conditioning, operant conditioning and social learning theory. Compare these three types of learning as explanations for human behaviour. You could consider how they are studied (methodology), to show how secure their findings are. Alternatively, you could consider how they are applied, to show how useful they are. (12 marks, AO2)

Studies in detail

- 2** You have learned about the study by Bandura, Ross and Ross (1961) and about one other study from Watson and Rayner (1920), Skinner (1948) and Pickens and Thompson (1968). Describe the findings (results and/or conclusions) of the study by Bandura, Ross and Ross and of one other study. (8 marks, AO1)
- 3** In terms of its methodology, evaluate the study by Bandura, Ross and Ross (1961). (6 marks, AO3)

Answers and guidance

Question 1

You have studied three types of learning: classical conditioning, operant conditioning and social learning theory. Compare these three types of learning as explanations for human behaviour. You could consider how they are studied (methodology), to show how secure their findings are. Alternatively, you could consider how they are applied, to show how useful they are. (12 marks, AO2)

Answer

All three types of learning are part of behaviourism and focus on measurable behaviour, rather than on cognitive or biological processes. Classical conditioning was the first learning theory, developed early in the 1900s. Operant conditioning was developed in the 1940s and social learning theory after that. Classical conditioning looks at reflex or involuntary behaviours; operant conditioning looks at voluntary or deliberate behaviours. Social learning theory accepts the role of reinforcement and rewards, and so incorporates operant conditioning within its theory. All three theories use controlled laboratory experiments with careful manipulation of the independent variable. This is because they all investigate observable behaviour, which can be tested experimentally. Classical and operant conditioning use animals in experiments whereas social learning theory mainly uses humans, although there have been some animal studies. Operant conditioning has been used in therapy — for example in token economy programmes and in schools to ensure that good behaviour is rewarded. Classical conditioning has been used to help people with phobias. Therefore, both types of conditioning have practical applications and are useful. Social learning theory is also useful — it has helped to highlight the need to take care over the role models in society because they are likely to be imitated, particularly by children. Classical conditioning is perhaps the least useful theory because it deals only with reflexes whereas the other two theories deal with deliberate behaviour.

- e** Essays are marked using levels and by looking at quality. In this essay, terms are used well and the spelling and grammar are good. Therefore, there is no problem with the communication in the levels. The bands are 1–3 marks, 4–6 marks, 7–9 marks and

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10–12 marks. If there is no rewardable material, then the candidate fails to score. A brief answer with simple statements and some focus on the question scores 1–3 marks, some development and some analysis scores 4–6 marks, better understanding and further analysis puts the answer in the 7–9 mark band. To earn 10 marks or over, the answer must be relevant and focused, addressing the main issues in the question. There is an example of levels for a 12-mark question on page 119 of the specimen assessment materials on the Edexcel website.

This answer covers all three types of learning. Throughout, there is comparison between either all three types or two types. The answer focuses on methodology (how some types of learning were developed using animal studies) and usefulness (the therapies that have come from the theories), and also covers other issues. There is reasoned argument (the comparisons are explained clearly) and there is good use of evidence. The answer would have been enriched by some evidence from studies — for example, some detail of animal studies to illustrate operant and classical conditioning. The answer is rather general and lacks any evidence from Pavlov, Skinner or Bandura. It earns 10 out of 12 marks and is a good example of a top-band essay.

Question 2

You have learned about the study by Bandura, Ross and Ross (1961) and about one other study from Watson and Rayner (1920), Skinner (1948) and Pickens and Thompson (1968). Describe the findings (results and/or conclusions) of the study by Bandura, Ross and Ross and of one other study. (8 marks, AO1)

Answer to Bandura, Ross and Ross (1961) and Watson and Rayner (1920)

Bandura, Ross and Ross (1961) found that children imitated models who carried out aggressive acts against a Bobo doll ✓. The aggressive model was imitated most. The group that watched a subdued non-aggressive model showed less aggression than a control group that watched no model at all ✓. They concluded that watching non-aggression led to less aggression than 'normal' ✓. Boys were more physically aggressive than girls; girls tended to imitate verbal aggression ✓. In general, the male aggressive model was imitated the most, perhaps because aggression is seen as more masculine ✓. Watson and Rayner (1920) found that an 11-month-old baby showed fear responses to a white rat after the rat had been associated with a noise that produced a startle response ✓. The researchers also found that the baby showed fear of objects similar to the white rat — for example, a rabbit and cotton wool — so the fear was generalised ✓. They found that the fear was not shown when the baby played with blocks — they were careful not to startle the baby when he played with the blocks ✓. They concluded that a fear response could be learned through classical conditioning principles ✓.

- e** There are 8 marks available and you are asked to describe the findings of two studies. In questions such as this the marks are likely to be split equally between the two studies. Here, each study earns the full 4 marks. The detail is good enough and the mix of results and conclusions works well. The findings of the other two studies are given below to show how marks could have been gained if they had been used in the answer. All the answers given start with the findings. This is the correct strategy — there is no point in spending time explaining the study because the marks are only for the findings.

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Answer to Skinner (1948)

Skinner (1948) showed that behaviour can be conditioned through reinforcements without focusing precisely on the behaviour to be reinforced ✓. In previous studies, he had found that pigeons could be rewarded and thus learn to peck a lever for food. Each time the lever was pecked, food was given. In this 1948 study, the reinforcements came regularly and it seemed that the pigeons took it that whatever they were doing at the time (which was by chance) led to the reward. So they reproduced this behaviour in order to produce the reward ✓. As the reward came anyway, they learned (falsely) that their behaviour led to the reward ✓. Skinner thought that this was like superstitious behaviour in humans, when, for example, we think it is because of a lucky talisman that something good happens whereas it is really by chance ✓.

Answer to Pickens and Thompson (1978)

Pickens and Thompson (1978) found that rats would perform for cocaine as a reinforcer ✓. The response rate went down as the dosage increased, so it seemed as if more cocaine lasted longer before they worked for more ✓. A high dose caused responding to stop; a low dose produced uneven responses ✓. Compared with food as a reinforcer, cocaine resulted in a longer period between receiving the reward and the responses starting again ✓. Some signs of damage — for example weight loss, tremors, and confusion — were found in the rat after high dosages ✓.

- e** There are five ticks given here. This is to show that sometimes there are more marking points than available marks.

Question 3

In terms of its methodology, evaluate the study by Bandura, Ross and Ross (1961).

(6 marks, AO3)

Answer

The study used a laboratory experiment research method, which means that it was clear and replicable. This suggests that the findings would be reliable if the study were to be repeated ✓. However, it was an independent groups design, so there may have been participant variables that affected the results ✓. Some care was taken to check the type of child (e.g. an aggression rating) so there was some control over the participant variables ✓ and all the children were from the same nursery, so they may have had similar backgrounds ✓. The children watched an adult being aggressive in a prescribed way to a Bobo doll, which is not a natural thing to do, so the experimental task was not valid ✓. When the children imitated the behaviour, they may have been being obedient and simply doing what the adult had done because they thought that they were supposed to do this. If this was the case, then their behaviour was not valid ✓. The setting was valid to an extent because the nursery set up was reproduced and the study was carried out within and near the nursery, so there may have been ecological validity but overall validity can be criticised ✓. This study and others like it have been carried out using children as participants so perhaps the findings can only be generalised to other children because of this limitation in the sample ✓.

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- e This is a thorough answer that discusses validity, reliability, the sample, participant variables and generalisability. Each point is made clearly and shows understanding. There is enough here for more than the full 6 marks. This question is given as AO3 because the evaluation is about the methodology. Questions asking for evaluation of studies can be AO2 if they focus on other areas to evaluate, such as usefulness of the study. However, all you have to do is to answer the question clearly.