A Level Psychology Command Words and Example Exam Answers

Command Words: Contents

Short Questions	Research Methods/Math Questions	Essay Questions
Analyse	Calculate	***Doesn't need a conclusion!!***
	Convert	Discuss
Compare	Determine	
Complete	Draw	***Needs conclusion / judgement***
Define	Interpret	Assess
Describe	Plot	Evaluate
Explain	Justify	To what extent
Identify		
State		
Suggest		

Analyse

Definition, Support comment

- Break something down into its components/parts.

- Examine each part methodically and in detail to discover the meaning or essential features of a theme, topic or situation.

- Explore the relationship between the features and how each one contributes to the topic.

- **This is usually found in questions where you are given a graph or data table. You will need to look at the provided information carefully to produce justified conclusions.**

Prosocial behaviour and culture

Researchers wanted to investigate whether prosocial behaviour was similar cross-culturally and whether this trait increases as people become adults.
They recruited 326 children and 120 adults of different gender and age from six countries. The six countries represented a wide range of human variation in terms of culture and geography.

To assess the level of prosocial behaviour participants had to choose between sharing a reward at a cost to them (prosocial) or keep it all at no cost to them (antisocial).

(Source: adapted from House et al. (2012))

The results of the American and Fijian participants are shown in **Figure 1**.

Comparative bar chart to show the likelihood of American and Fijian participants sharing a reward
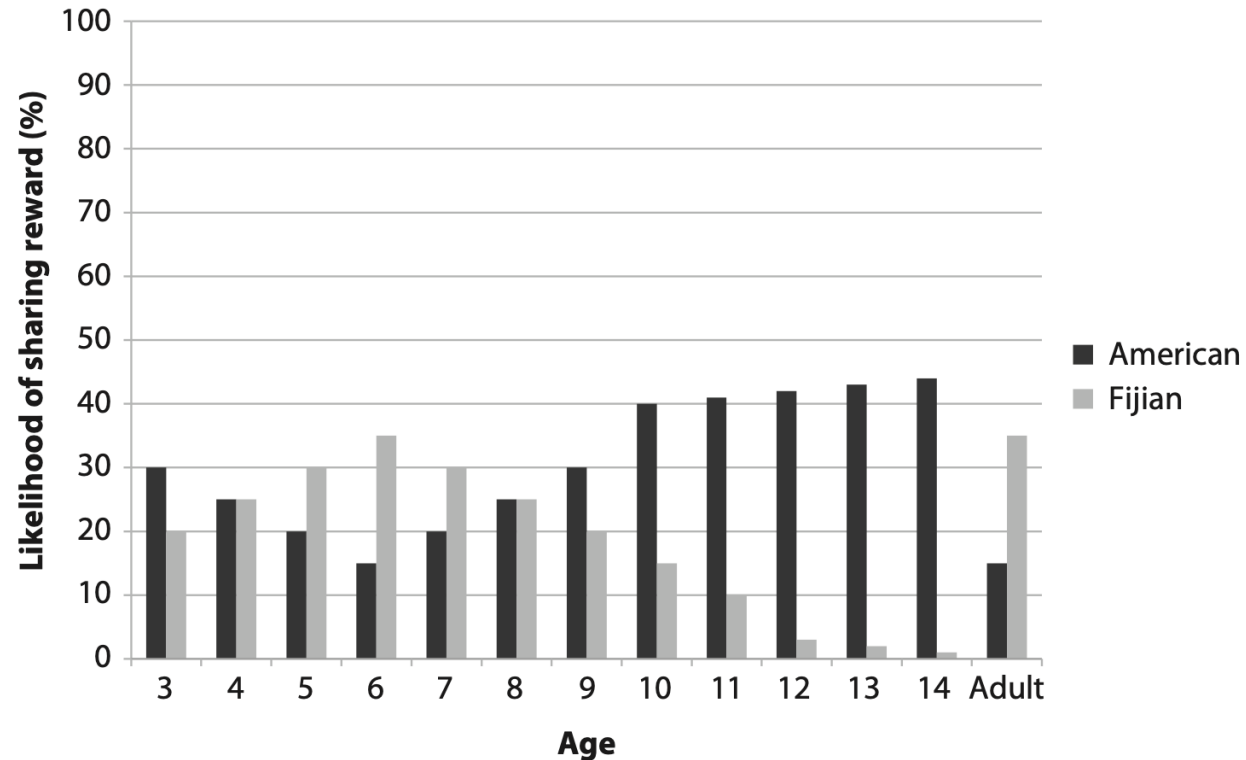
Analyse the data provided in Figure 1 to explain 2 conclusions that the researchers might draw from these results.(4)

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Student response

- Adolescent Americans have a higher likelihood of sharing the reward compared with Fijians.

- In adulthood, Americans share about 15%, where Fijians share about 35%.

Mark, Explanation, Better

- **1 mark for the first conclusion.**

- **The first conclusion could get another mark for supporting data.**

- **The second conclusion isn't a conclusion but just quotes the results, so cannot get marks.**

- **The Fijian bars are below the American bars from 9 years old to 14 years old (1), so American children from 9-14 years were more likely to share the reward and were therefore more prosocial (1).**

- **The Fijian adults were approximately 35% likely to share the reward compared to roughly 15% of American adults (1). This suggests that as adults Fijians are more prosocial than Americans (1).**

Assess
Definition, Support comment

- Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.

- **This can be: 8 marks (4 A01, 4 A03), 16 marks (6 A01, 4 A02, 6 A03) or 20 marks (8 A01, 12 A03)**

- **You need make judgements about the different elements you discuss**

- **You need a final conclusion / judgement which is balanced in terms of strengths / weaknesses**

8 mark assess: 4 A01, A03

- **Assess how individual differences (personality and gender) affect obedience.**
- **This requires you to look at the different factors in:**
  - **Personality**
  - **Gender**
- **Make judgements about which is the most important or most supported**
- **Give a final balanced judgement / conclusion**

Assess how individual differences (personality and gender) affect obedience. (8)

- **Individual differences in personality are and gender are dispositional factors, some of which innate, e.g., sex but most are shaped through the environment and individual experiences. The authoritarian personality states that people who grow up with strict, unfeeling parents are more likely to be obedient to higher authority but also more likely to impose authority on those they believe are inferior to them e.g., a manager of a workplace would follow instructions given by a CEO but treat the workers below them harshly. Society generally believes that females should. be more obedient than males due to their upbringing teaching norms and social values e.g., being submissive.**

- **Milgram's agency theory also introduces the autonomous state in which people are more outgoing and generally take responsibility for their own actions, whilst those in the agentic state & are more submissive and place responsibility of their actions onto higher authoring figures. Personality factors such as empathy and culture also affect how obedient someone is.**

- **Adomo's F scale found whether people had authoritarian personality. types or not. This meant that people with these types of personalities. were more likely to obey orders, but only if they are given by a someone they know as a legitimate authority figure.**

- *Individuals who are in collectivist cultures, which are cultures where goals of the entire community are valued rather than the individual, are more likely to be obedient than those in an individualist cultures. A study conducted by Yahya and Shanab found that 73% of Jordanians in a study obeyed instructions given to them and communities from Jordan are collectivistic.* **Milgram (1963) found that even if participants were empathetic or felt sympathy towards the learner when shocking the learner, participants continued to shock the learner when they experienced agentic shift and transferred all responsibility for their actions onto the researcher, thus being in an agentic stare.**

- **However, participants who were empathetic were more likely to discontinue shocking shocking when the learner (confederate) in Milgram's original study complained of feeling heart pain which means that having an empathetic personality can decrease obedience. Burger 2009. had a mixed sample of males and females yet still found that 30% of participant would continue shocking past 150V which shows that gender did not affect obedience in this case.**

- **in conclusion, factors of personality e.g., empathy can have an effect on obedience however overall if an individual can shift their responsibility to another then they will**

- Accurate A01. Brief, superficial A03 --> obedience
- Bounces between authoritarian then gender briefly

- Accurate A01 - superficial for empathy --> obedience
- A03: Burger looked at empathy – what did he find?

- Accurate A01 --> starts A03 – but use Elms/Milgram --> looked at Fscale and willingness to go to 450V

- Culture not in question --> so doesn't lift marks

- Gender should be ½ the answer but only mentioned here

- Balance in the final judgement

Level 2 answer – how this was levelled

- A01/A03 don't fully cover gender and occasionally inaccurate (empathy is a very weak factor in the Milgram and Burger studies)

- The essay doesn't fit together logically switching back and forwards between topics (authoritarian, agentic, authoritarian)

- Both A01 and A03 are L2 (high end for some of the development of A03) – 4 marks

- Individual differences in personality are and gender are dispositional factors, some of which innate, e.g., sex but most are shaped through the environment and individual experiences. The authoritarian personality states that people who grow up with strict, unfeeling parents are more likely to be obedient to higher authority but also more likely to impose authority on those they believe are inferior to them e.g., a manager of a workplace would follow instructions given by a CEO but meat the workers below. them harshly. Society generally believes that females should. be more obedient than males due to their upbringing teaching norms and social values e.g., being submissive.

- Milgram's agency theory also introduces the autonomous state in which people are more outgoing and generally take responsibility for their own actions, whilst those in the agentic state & are more submissive and place responsibility of their actions onto higher authoring figures. Personality factors such as empathy.

- Adomo's F scale found whether people had authoritarian personality. types or not. This meant that people with these types of personalities. were more likely to obey orders, but only if they are given by a someone they know as a legitimate authority figure.

- Milgram (1963) found that even if participants were empathetic or felt sympathy towards the learner when shocking the learner, participants continued to shock the learner when they experienced agentic shift and transferred all responsibility for their actions onto the researcher, thus being in an agentic stare.

- However, participants who were empathetic were more likely to discontinue shocking shocking when the learner (confederate) in Milgram's original study complained of feeling heart pain which means that having an empathetic personality can decrease obedience. Burger 2009. had a mixed sample of males and females yet still found that 30% of participant would continue shocking past 150V which shows that gender did not affect obedience in this case.

- in conclusion, factors of personality e.g., empathy can have an effect on obedience however overall if an individual can shift their responsibility to another then they will be more likely to be obedient regardless of their personality type and gender.

16 mark assess: 6 A01, 4 A02, 6 A03

- **You will have learnt about a key question from criminological psychology that is relevant to today's society.**

- **Assess the key question from criminological psychology.**

- **You must make judgements throughout your A03 that weigh up the evidence / facts you provide**

Partial Exemplar Answer – A01, A02, A03, Judgements, Conclusions

- Eyewitness testimony is information given to the police or in court about what a witness to a crime recalls about the crime.

- If a weapon, such as a gun, is used during a crime witnesses may be less accurate in their identification of the suspect due to their focus on the weapon and higher levels of anxiety.

- Valentine & Mesout (2009) found that the higher the anxiety of a witness the less accurate the recall and the less likely the participants were to correctly identify the culprit. However, Yuille & Cutshall (1986) found that witnesses who said they had higher levels of arousal were more accurate in their recall of a real incident.

- **This suggests that anxiety may play a part in the accuracy of EWT, but not always to reduce it. Real life incidents that are stressful may result in highly accurate recall. Further support from this comes from the survivors of the Titanic, who correctly reported the ship breaking in two before sinking.**

- **Juries should not ignore eye witness testimony as studies have shown it to be accurate, especially when concerning real crimes, but they should not focus on eye witness testimony at the expense of other evidence.**

You will have learnt about a key question from criminological psychology that is relevant to today's society. Assess the key question from criminological psychology.
Partial Exemplar Answer – repeat A01, A02, A03, Judgements x 4 times in a 16-mark essay

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- **Juries should not ignore EWT as studies have shown it to be accurate, especially when concerning real crimes, but they should not focus on EWT at the expense of other evidence.**

- **Start with KQ – state clearly as a KQ**
- **3 facts about the KQ**
- **1-2 reasons why it matters to society**

- repeat A01, A02, A03, Judgements x 4

- Final and balanced judgement

You will have learnt about a key question from criminological psychology that is relevant to today's society. Assess the key question from criminological psychology.
Partial Exemplar Answer – repeat A01, A02, A03, Judgements x 4 times in a 16-mark essay

- Eyewitness testimony is information given to the police or in court about what a witness to a crime recalls about the crime.

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- Juries should not ignore EWT as studies have shown it to be accurate, especially when concerning real crimes, but they should not focus on EWT at the expense of other evidence.

Calculate
Definition, Support comment

- Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.

- **The most common errors to check for are:**
  - **Not showing working**
  - **Errors in individual calculation steps (e.g., not adding up column correctly)**
  - **Not giving answers to required number of decimal places**
  - **Not including units where required**

4 Megan was interested in whether there was a difference in obedience reported by males and females.

Megan recruited a group of males (group A) and a group of females (group B) from a local college for her investigation. To measure obedience, she asked the participants to record how many times they disobeyed a parent or guardian's request during a 30-day period.

The results of Megan's investigation are shown in **Table 1** below.

Group A: Males	Number of times the participant disobeyed a parent/guardian request (in 30 days)	Group B: Females	Number of times the participant disobeyed a parent/guardian request (in 30 days)
A	2	A	16
B	10	B	4
C	12	C	13
D	8	D	5
E	10	E	11
F	8	F	10
G	5	G	18
H	9	H	11

Table 1

(a) Calculate the median number of times the **male** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

Median for males ....

(b) Calculate the mean number of times the **female** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

Mean for females ....

Check which group you are doing the calculation for (males or females)

(a) Calculate the median number of times the **male** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

| 2 | 5 | 8 | 8 | 9 | 10 | 10 | 12 |

Median = mid point between 8 and 9

Answer = 8.5

Median for males ....

(b) Calculate the mean number of times the **female** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

Add up all **female** values and divide by total number of female participants (8)

Answer = 11

Mean for females ....

Question and Answer

Standard deviation – question and answer

Group A: Males	Number of times the participant disobeyed a parent/guardian request (in 30 days)
A	2
B	10
C	12
D	8
E	10
F	8
G	5
H	9
Total	**64**
Mean $\bar{x}$	**8**

Table 2

$$s.d. = \sqrt{\frac{(x - \bar{x})^2}{n - 1}}$$

(c) Using the data in **Table 2**, calculate the standard deviation for the number of times the male participants disobeyed a parent/guardian request (in 30 days).

You must show your working and give your answer to **two** decimal places.

(3)

SPACE FOR CALCULATIONS

Standard deviation ....

Standard deviation – question and answer

Group A: Males	Number of times the participant disobeyed a parent / guardian request (in 30 days)	$(x - \bar{x})$	$(x - \bar{x})^2$
A	2	–6	36
B	10	2	4
C	12	4	16
D	8	0	0
E	10	2	4
F	8	0	0
G	5	–3	9
H	9	1	1
Total	64	Total	
Mean $\bar{x}$	8		

Table 2

(c) Using the data in **Table 2**, calculate the standard deviation for the number of times the male participants disobeyed a parent / guardian request (in 30 days).

You must show your working and give your answer to **two** decimal places.

(3)

SPACE FOR CALCULATIONS

Add up $(x - \bar{x})^2 = 70$
Use the standard deviation formula (at start of exam paper):

$$s.d. = \sqrt{\frac{(x - \bar{x})^2}{n - 1}} = \sqrt{\frac{70}{7}} = \sqrt{10} = 3.16$$

Standard deviation ....

Check which group you are doing the calculation for
Give the result to 2 d.p.
***Double check* that you have added up the column correctly**

Compare
Definition, Support comment

- Looking for the similarities and differences of two (or more) things.

- This should not require the drawing of a conclusion.

- The answer must relate to both (or all) things mentioned in the question.

- The answer must include at least one similarity and one difference.

- **Make sure you give at least one similarity and one difference**

Compare the biological explanation of aggression with Freud's psychodynamic explanation of aggression. (2)

Marks (/2):

- There is more evidence to support the biological explanation than Freud's explanation.

Mark, Explanation, Better

- **0 marks**

- **Compare needs a *difference* and a *similarity* – and they should be fully explained (which this one is not).**

- **One difference is that biological explanation is supported by scientific experiments such as Raine's work with PET scans, while Freud only uses a small number of case studies to develop his theory.**

- **A similarity is that both explanations are internal in nature: the biological looks at genes, and neurotransmitters, while Freud looks at unconscious processes.**

Compare **two** explanations of Sz. (4)

Marks (/4):

- Both the biological and cognitive explanations state that increased dopamine can cause positive symptoms such as hallucinations (1).

- Both explanations have provided treatments for schizophrenia, the biological approach anti-psychotic drugs, and the cognitive approach through CBT (1).

Compare **two** explanations of Sz. (4)

Marks (/4):

- Both the biological and cognitive explanations state that increased dopamine can cause positive symptoms such as hallucinations (1).
- Both explanations have provided treatments for schizophrenia, the biological approach anti-psychotic drugs, and the cognitive approach through CBT (1).

Mark, Explanation, Better

- **1 marks**
- **To aim for full marks, compare needs at least one similarity and difference. Here only two similarities have been given.**
- **One difference Is that the cognitive explanation says that it is when trying to make sense of these hallucinations that other symptoms such as distrust of others occur, whilst the biological approach does not look beyond biological causes of all the symptoms (1).**
- **Another difference is that the cognitive approach suggests that Sz is caused by the inability to recognise internal thoughts as coming from ourselves whereas the biological approach says Sz is due to increased dopamine (1).**
- **Two differences have been added above**

Complete
Definition, Support comment

- To fill in/write all the details asked for.

- **Often used as part of a calculation question (complete the table below)**

- **Check that you fully complete all required details**

The data from the closed question responses on Abigail's questionnaires showing negative perceptions of art students by science students is recorded using a tally in **Table 1**.

Participant	Tally	Frequency
A	//// ///	**8**
B	//// //	**7**
C	//// ///	**8**
D	//// ////	**9**
E	////	**4**
F	//// /	**6**
	Total	**42**

Table 1

(i) Complete **Table 1** with the frequency data for each participant and the total frequency.

(1)

Convert
Definition, Support comment

- Express a quantity in alternative units.

- **Ensure you read the question very carefully as to which data to convert and to which units**

After interviewing all 200 employees working in the supermarket, Shannon found:

- 67% considered their own department as the most important

- 1:25 considered the electrical department as the most important.

Convert the findings above to show the number of employees *(n)* who considered each department as the most important and complete **Table 1** with your answers.

(2)

Department considered most important	Number of employees (*n*)
Own department	
Electrical department	

Table 1

SPACE FOR CALCULATIONS

67% of 200 is: $200 \times 0.67 = 134$

1:25 of 200 is: $\frac{200}{25} = 8$

Scenario

Define
Definition, Support comment

- Provide a definition of something.

- **Give a full sentence definition. Imagine you were telling someone else verbally – would they completely understand what you have told them?**

Define the terms 'unconditioned response (UCR)' and 'extinction'.

Student response

- A natural response elicited after someone has been exposed to an unconditioned stimulus, e.g., dogs salivating when presented with food.

- When there is no response

Mark, Explanation, Better

- **1 mark for the first definition**

- **The first definition is clear and full so gets 1 mark**

- **The second definition is only partially correct, but also doesn't fully define what the term means**

- **When the pairing of an UCS with an NS to elicit a CR is no longer effective and the CS no longer produces a CR**

Contents

Determine
Definition, Support comment

- The answer must have an element that is quantitative from the stimulus provided or must show how the answer can be reached quantitatively.

- To gain maximum marks there must be a quantitative element to the answer.

- **This is usually used with statistical test questions.**

- **Check that you have given:**
  - **The numerical answer**
  - **What that numerical answer tells you**

Using the Wilcoxon T value of 4, determine whether Charles's data were significant at p≤0.025 for a directional (one-tailed) hypothesis.

Student response

- The calculated T value (4) is more than the critical value (2), so the results are not significant (1).

Mark, **Explanation**, **Better**

- **1 mark**

- **The answer is fully correct with accurate use of the numerical information**

- *If this was a 2 mark question, the second mark would come from indicating what the null hypothesis was (there was no significant difference between …)*

Using the critical values table for Spearman, determine the lowest level of significance Oscar could use for his results to be significant for a directional hypothesis. (2)

Student response

- To be significant p=0.025 is the lowest level of significance Oscar can use. (n=8, 1 tailed)

Mark, Explanation, Better

- **1 mark**

- **1 mark for correctly identifying the lowest level of significance.**

- **The second mark would come from a justification.**

- **because Oscar's calculated value (0.792) will still exceed the critical value (0.738) at this level.**

Describe the multi-store model of memory. (4)

Marks (/4):

- There are 3 memory stores.
- Information primarily enters the system through the senses and is stored in the sensory store where it is stored as it was received
- Information is then passed to short term memory where it can be held for around 18-30 seconds before it is forgotten

Mark, **Explanation**, **Better**

Tanya has been diagnosed with Sz. Describe the symptoms of Sz that Tanya may be experiencing. (4)

Marks (/4):

- There are different types of symptoms, positive and negative.

- Positive symptoms include delusions where an individual may feel in control of everything, or they may think everyone else is talking about them (paranoid delusions).

- Negative symptoms can include apathy whereby the individual will not show any emotion.

- There are also cognitive symptoms which include the individuals' memory to not function properly,.

Mark, **Explanation**, **Better**

Discuss
Definition, Support comment

- Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.

- **This is always an 8 mark question: 4 A01, A A02**

- **You do *not* need a conclusion**

- **Focus *each* sentence you write on the situation/issue**

- **Try to write an A01 / A02, A01 / A02 pattern**

- **Link your A02 (application) to the A01 (description)**

Blue = scenario
Black = question prompt

- **Psychology students Annie and Frankie are performing in the whole school musical but there are so many lines, instructions, songs and dance moves to recall, they are worried they will never remember them all.**

- Discuss how the multi-store model of memory could help the girls remember everything they need to learn. You must make reference to the context in your answer. (8)

Level 2 answer

- The multi-store model has three stores: sensory register, STM and LTM. The sensory register has a very short duration of about half a second. Although the capacity is great not much will transfer to STM unless we pay attention to it. STM has a limited capacity of 7 items plus or minus 2 and information is stored acoustically. Without rehearsal new information will only last for about 18–30 seconds. Rehearsal allows for transfer to LTM which has infinite capacity, the duration is limitless and information is coded semantically.

- The two girls need to think about the model carefully to help them remember their lines and dance moves. **They need to pay attention to the director and dance teacher (1)**. **They need to keep on repeating the lines and practise the dances frequently and learn new material in groups of seven and no more (2)**. **They need to make links between what they need to learn and what they already know and make sure that they code the information in different ways (3).** They will find that, if they think about the place where they originally learn the materials, this might help them to remember it better. They need to try not to get nervous as stress stops you from remembering things so they should practise techniques to help them relax, like breathing exercises or meditation.

- One weakness of the multi-store model is that it is oversimplified as it shows only one type of STM and one type of LTM. Research evidence shows that amnesia patients can sometimes have problems with episodic memory but semantic memory is unaffected. This is important because if MSM has flaws it might not be the best theory to help Annie and Frankie.

- Overall the multi-store model can be somewhat helpful if it is applied to everyday situations like this one but Annie and Frankie need to also think about other models such as the working memory model and reconstructive memory theory.

Level 2 answer – how this was levelled

- The multi-store model has three stores: sensory register, STM and LTM. The sensory register has a very short duration of about half a second. Although the capacity is great not much will transfer to STM unless we pay attention to it. STM has a limited capacity of 7 items plus or minus 2 and information is stored acoustically. Without rehearsal new information will only last for about 18–30 seconds. Rehearsal allows for transfer to LTM which has infinite capacity, the duration is limitless and information is coded semantically.

- **They need to pay attention to the director and dance teacher (1)**.

- **They need to keep on repeating the lines and practise the dances frequently and learn new material in groups of seven and no more (2)**.

- **They need to make links between what they need to learn and what they already know and make sure that they code the information in different ways (3)**.

- A01 is good and in depth, but not linked to the scenario (low L3)

- A02 is very brief (high L1)

- The best fit approach suggests this would be a low L2 – so 3 marks.

Level 4 answer

- Annie and Frankie should be confident about their ability to memorise everything they need to know because the multi-store model suggests that the capacity of LTM is limitless and the duration is years and potentially a lifetime! They just need to find ways to encode all the information so it can travel through the sensory register and the STM in order to be stored and retrieved at future rehearsals and of course in the final performance.

- First of all they need to think about the fact that information from the outside world can only pass from the sensory register into the STM if they are paying attention. This means that when they are learning their lines, they need to put their phones away and make a conscious effort to listen to each other carefully.

- Another way they can improve their ability to remember this information is to think about the fact that STM has a limited capacity. When the girls are learning a new dance, their teacher might shout out the names of all the steps individually which would be really hard to remember. However, if she breaks the dance into blocks of seven steps at a time it will be easier for them.

- This is because Miller says STM has a capacity of 7 plus or minus 2. However, capacity can be increased by chunking items together. So instead of trying to remember the names of each individual step, they could break the dance into chunks and give each chunk a name.

- Furthermore the girls should think about Atkinson and Shiffrin's comments on 'rehearsal' which is necessary to move information from STM to LTM. When they are learning songs or sections of the script, they need to go over these plenty of times to aid the transfer to LTM.

- LTM is coded semantically, so items are stored according to their meaning. The girls need to ask questions and do some research to help them understand the meaning otherwise it will be hard to retrieve the information at the next rehearsal. When it comes to learning new dance moves they could think about the patterns they are making and give the moves names like 'the snake' or 'the curly wurly' as coding the information semantically will again make it more memorable..

Level 4 answer – how this is levelled

- **Annie and Frankie should be confident about their ability to memorise everything they need to know** because the multi-store model suggests that the capacity of LTM is limitless and the duration is years and potentially a lifetime! **They just need to find ways to encode all the information so it can travel through the sensory register and the STM in order to be stored and retrieved at future rehearsals and of course in the final performance.**

- First of all they need to think about the fact that information from the outside world can only pass from the sensory register into the STM if they are paying attention. **This means that when they are learning their lines, they need to put their phones away and make a conscious effort to listen to each other carefully.**

- Another way they can improve their ability to remember this information is to think about the fact that STM has a limited capacity. **When the girls are learning a new dance, their teacher might shout out the names of all the steps individually which would be really hard to remember. However, if she breaks the dance into blocks of seven steps at a time it will be easier for them.**

- This is because Miller says STM has a capacity of 7 plus or minus 2. However, capacity can be increased by chunking items together. **So instead of trying to remember the names of each individual step, they could break the dance into chunks and give each chunk a name.**

- Furthermore the girls should think about Atkinson and Shiffrin's comments on 'rehearsal' which is necessary to move information from STM to LTM. **When they are learning songs or sections of the script, they need to go over these plenty of times to aid the transfer to LTM.**

- LTM is coded semantically, so items are stored according to their meaning. **The girls need to ask questions and do some research to help them understand the meaning otherwise it will be hard to retrieve the information at the next rehearsal. When it comes to learning new dance moves they could think about the patterns they are making and give the moves names like 'the snake' or 'the curly wurly' as coding the information semantically will again make it more memorable.**

- This answer gives A01 and **A02** linked together
- Both A01 and A02 are given in depth.
- A02 could be further developed, e.g., by looking at the meaning of lyrics in the last paragraph
- A01 gets L4, A02 gets L4 (lower level) → overall mark of 7
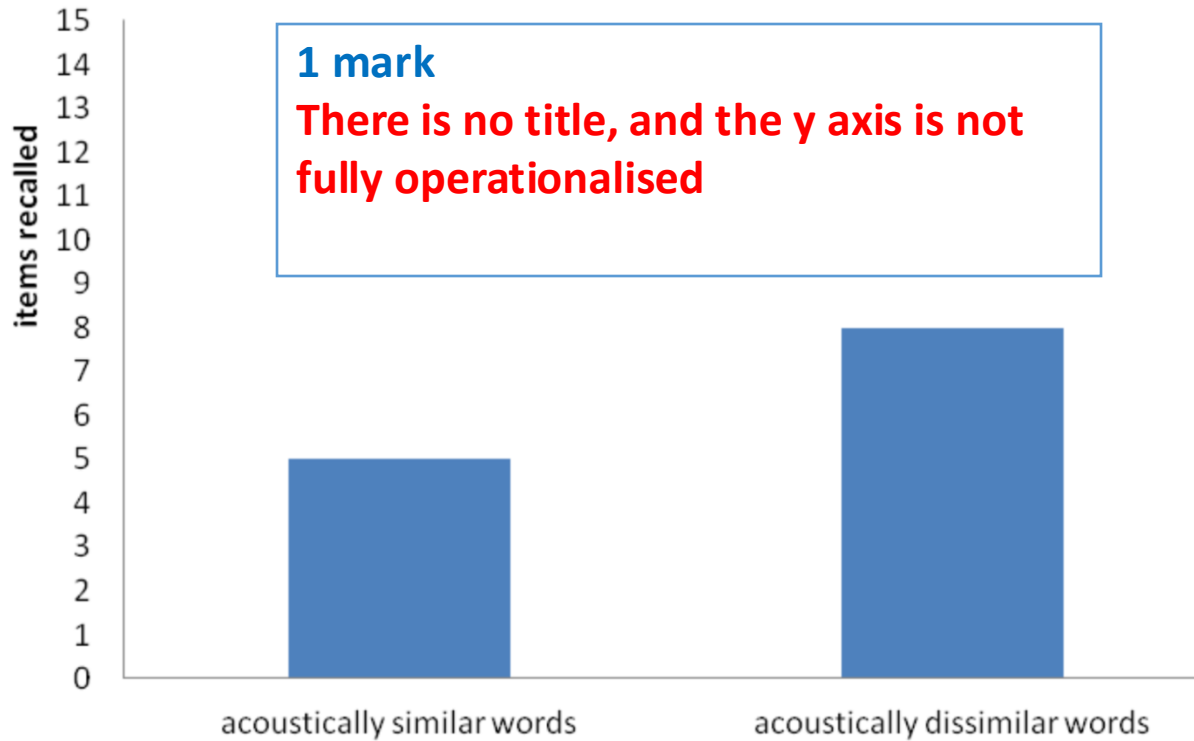
Draw
Definition, Support comment

- Produce an output, either by freehand or using a ruler (e.g., graph).

- **This is usually a graph question.**

- **Graphs are always 3 marks:**
  - **Fully explained title (e.g., a bar chart to show)**
  - **Fully operationalised and labelled axes**
  - **Correctly drawn data**

Sarah would like to research whether 15 acoustically similar words will be easier to recall than 15 acoustically dissimilar words. She has asked you to help her conduct the research.
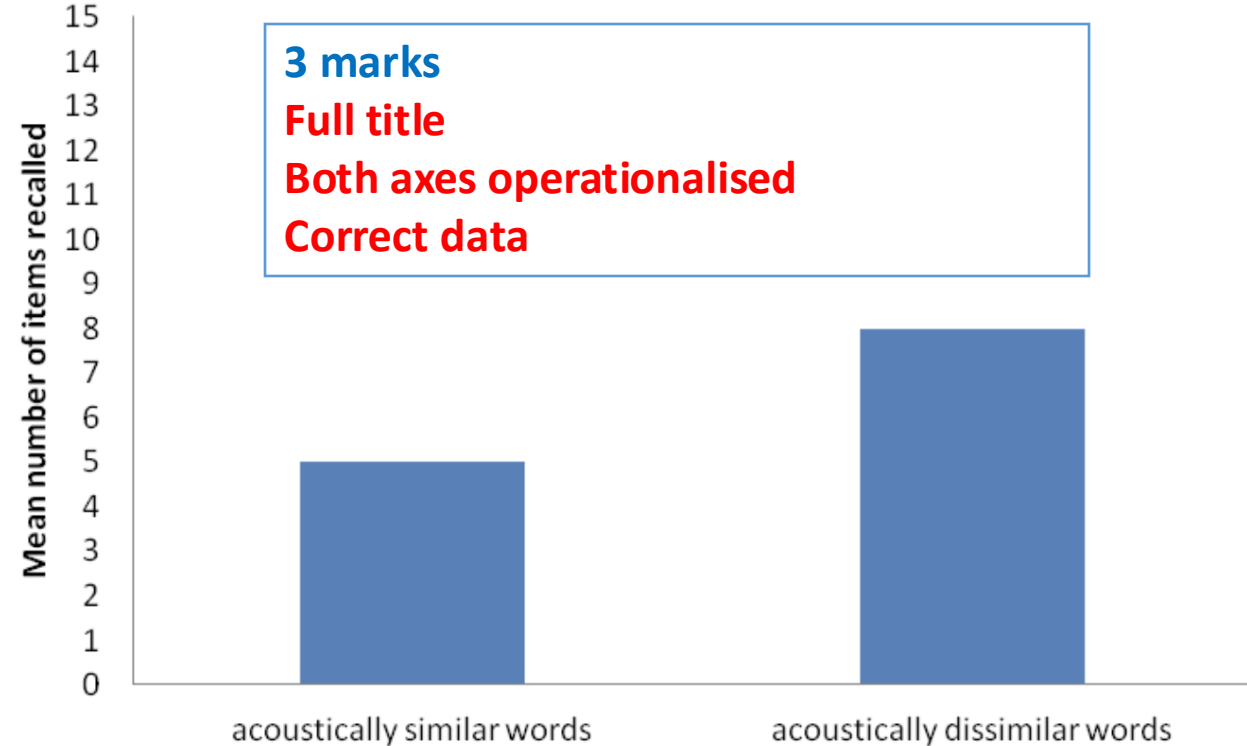
The mean results of Sarah's experiment are shown in **Table 2**.

Mean number of acoustically similar words recalled	Mean number of acoustically dissimilar words recalled
5	8

Draw an appropriate graph to show the mean results of Sarah's experiment.

A bar graph to show the mean number of acoustically similar and disimilar words recalled by participants

1 mark
There is no title, and the y axis is not fully operationalised

3 marks
Full title
Both axes operationalised
Correct data

Evaluate

Definition, Support comment

- Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.

- **This can be: 8 marks (4 A01, 4 A03), 12, 16 or 20 marks.**

- **The 12+ mark essays can have a scenario – maximum A02 – 4 marks**

- **You need a final conclusion which is balanced in terms of strengths / weaknesses**

- **A03 must be balanced and connected to A01**

- **The best patterns are:**
    - **A01 A03 (+/-)   → repeat → conclude**
    - **A01 A02 A03 (+/-)   → repeat → conclude**

8 mark evaluate: 4 A01, A03

- **Evaluate the Robber's Cave experiment conducted by Sherif et al. (1954/1961)**
- **You need to give equal A01 and A03**
- **A03 must be fully connected to A01**
- **There should be a balance of strengths and weaknesses**
- **There needs to a final, balanced conclusion**

Level 3 response: A01, A03, Conclusions

- The strengths of Robbers Care experiment was that it was a field experiment which meant the setting was natural for the participants, and so it has high ecological validity.

- As well as that, the data collection methods of the experiment. such as sociometric analysis, and the findings agreed. This. means that the experiment was valid.

- Furthermore, another strength of the experiment was that it hard. practical application. This was because in stage 3 when the superordinate goals were introduced, the researchers found that the. conflict between the two groups decreased. This can help in real-life as often conflict and hostility leads to prejudice so if conflict is decreased then prejudice can be decreased. Also, another strength was that the tasks given to the boys were real-life tasks for them so it was measuring real-life behaviour and so the experiment had high task validity.

- As well as that, the Tajfel et al (1970) study can be evidence for this study as they found that the mere existence of the two groups lead to prejudice. This was shown in stage I of the Robber's Care experiment when there was already hostility. even though both groups had not even met each other.

- However, a weakness of this experiment was that it is not generalisable. This is because the participants were all boys. aged 14-16 and they were tested. were tested beforehand for their sporting ability. Therefore, the sample is not representative of the whole population and the findings can't be generalised.

- Additionally, another weakness is that the researchers didn't gain informed consent from the boys themselves, and so this meant that they would have no right to withdraw because they wouldn't. be aware of it. In all this means that the experiment was not carried out under all ethical guidelines

- As well as that a weakness of the experiment was that even though it was a field experiment, it was prone to demand characteristics. This is because years later when the boys were interviewed, they said that they knew that they were being watched, so findings are invalid.

- In conclusion, the Robber's Cave experiment measured what it intended to and can be the findings can be applied to real life. However, it did have many weaknesses.

Level 3 response: how this was levelled

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- In conclusion, the Robber's Cave experiment measured what it intended to and can be the findings can be applied to real life. However, it did have many weaknesses.

- Overall, the response is accurate and in depth. There is a A01 error in the boys' ages which prevents L4 A01.

- A03 is mostly linked to the study, with some areas, but this could have been developed (explaining why this was a field experiment)

- There are competing arguments throughout (strengths and weaknesses).

- There is a conclusion, but it is a little superficial.

- High L3 for both A01 / A03 = 6 marks

12 mark evaluate: 4 A01, 4 A02, 4 A03

- **Aaondi is a country that has had the same president for 20 years. The president orders the citizens to grow specific vegetables in their gardens, reduce water consumption and minimise their disposal of non-recyclable waste. The president's orders are**

- **clearly displayed on billboards and are reinforced on television and radio every day. Aaondians have to pay a fine every time they do not follow the president's orders.**

- **Evaluate how useful agency theory would be in explaining human behaviour such as that of the citizens of Aaondi. You must make reference to the context in your answer.**

- **You must use the scenario fully**

- **You must balance strengths/weaknesses**

- **A conclusion is required**

- **The best pattern is:**
    - **A01 A02 A03 (+/-) * 4**
    - **Conclusion**

Partial Exemplar Answer – A01, A02, A03 x 4 times, Conclusions

- Individuals obey authority figures when in an agentic state

- Aaondians will obey the president to reduce water consumption when in an agentic state.

- Milgram's research showed that 'teachers' were willing to follow the direct orders of an experimenter to administer a potentially life-threatening electric shock

- Agency theory does not account for individual differences such as personality factors, which have found to be influential in whether someone is obedient (e.g., Adorno and the authoritarian personality)

- **Agency theory can explain how the Aaondians obey in an agentic state when reducing water use, however it may not be able to explain the behaviour of all Aaondian individuals (some of whom may be more independent minded and therefore less prone to entering an agentic state).**

12 mark evaluate: 6 A01, 6 A03

- **Evaluate how well research in social psychology and cognitive psychology has met the code of ethics and conduct (2009)**
- **A01 and A03 must be equally weighted**
- **You need to look at both SP and CP**
- **Focus on 'research' from these areas**
- **You must balance strengths/weaknesses**
- **A03 should be connected to A01**
- **A conclusion is required**
- **The best pattern is:**
  - **A01 A03 (+/-) * 4**
  - **Conclusion**

Partial Exemplar Answer – A01, A03 x 4 times, Conclusions

- Respect involves informed consent; researchers should obtain the consent of participants, they need to know what it is that they are agreeing to.

- Baddeley (1966b) was able to gained consent from participants from the APU in Cambridge who were aware of the nature of psychological research. This shows that cognitive research can be ethical. **COGNITIVE**

- Milgram (1963) could not give his participants fully informed consent and had to use deception to fufill his aims, so this may be partly justified. **SOCIAL**

- Ensuring confidentiality and privacy of the participants' personal data is a key element of being ethical in psychological research.

- In case studies such as HM and KF the identity of the participants was kept anonymous from the general public, however these have become known since reducing the ethics. **COGNITIVE**

- Burger (2009) was very careful to ensure his participants were anonymous and cannot be identified. This shows that social psychology can be ethical in this regard. **SOCIAL**

- Participants should be protected from harm and distress whilst taking part in a study.

- Many of Milgram's participants reported being upset and distressed, thinking they had hurt or even killed another person. This was a clear violation of the ethical guidelines that social psychology should follow. SOCIAL

- Burger (2009) was very careful to screen his participants for anyone who might potentially react badly to the study, and also ensured that participants were very clear afterwards (during a debrief) that they had not hurt the learner in anyway. This shows that even a stressful experiment in SP can be ethical. SOCIAL

- **Both cognitive and social psychology have shown themselves to be potentially ethical in terms of providing confidentiality, debriefs and anonymity to participants. However, both have shown ethical problems – with some loss of privacy to individuals in case studies in Cognitive Psychology, and issues with distressing procedures and a lack of fully informed consent in social psychology.**

Explain
Definition, Support comment

- An explanation that requires a justification/exemplification of a point.

- The answer must contain some element of reasoning/justification.

- This can include mathematical explanations.

- **Explanations must:**
  - **Be fully linked to any given scenario**
  - **Be fully justified (e.g., with data / study support, etc.)**

Adam and Lauren have carried out research into obedience as part of their A level Psychology course. They investigated whether males or females are more obedient to authority. They approached the first 25 male and 25 female students who were available at the time and asked them to complete a questionnaire. Each student who took part was given a scenario about whether or not they would follow a female teacher's instruction to pick up litter.

Explain one improvement that could be made to the procedure of Adam and Lauren's research. (2)

Student response:

- One improvement that could be made is a larger sample size then it would make it more reliable and valid

Mark, Explanation, Better

- **0 marks**

- **This is a generic response without any reference to the scenario**

- **The sample could include people outside school instead of just students (1) to allow Lauren and Adam to generalise their findings beyond students to the target population (1).**

- **The above improvement gets 1 mark for identifying the improvement, and another for justifying the improvement**

Explain **one** strength of Sherif et al. (1954)

Student response 1:

- It was set in the participant's natural environment, meaning it had high ecological validity.

- This would have decreased the amount of demand characteristics and the participants would not act any differently if the researcher's weren't there.

Student response 2:

- The children were matched based on age (11-12 years old), religion and athletic ability.

- This makes the two groups similar to each other and reduces the impact of participant variables on the study, giving the results more internal validity.

Explain **one** weakness of Sherif et al. (1954) in terms of ethics (2)

Student response 1:

- Although the parents knew the camp was a psychological experiment and therefore were able to give consent for their children, the kids did not.

- This meant that the children could not give their consent to take part in the study.

Student response 2:

- One weakness is that participants were not adequately protected from harm.

- Researchers only intervened when the two groups were ready to fight one another and did not stop name calling between the two groups.

- This could have caused psychological harm.

Identify
Definition, Support comment

- This requires some key information to be selected from a given stimulus/resource.

- **These are usually 1 mark per identification**

Identify the sampling method that Adam and Lauren used in their study.

Marks (/1):

- Opportunity

Adam and Lauren have carried out research into obedience as part of their A level Psychology course. They investigated whether males or females are more obedient to authority. They approached the first 25 male and 25 female students who were available at the time and asked them to complete a questionnaire. Each student who took part was given a scenario about whether or not they would follow a female teacher's instruction to pick up litter.
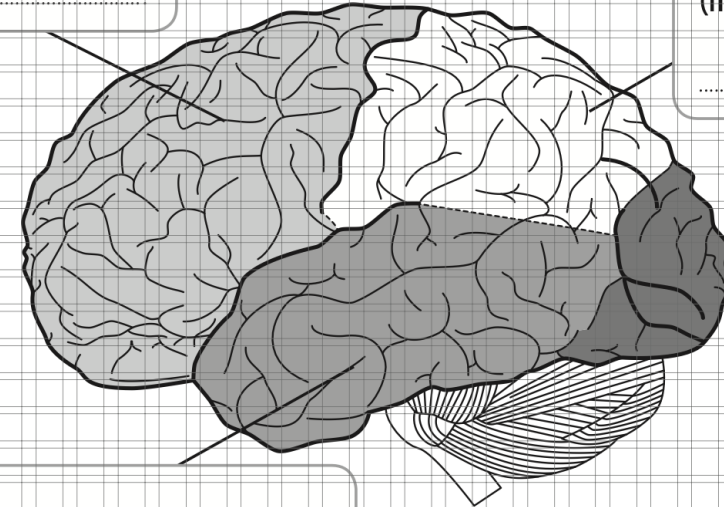
Mark, Explanation, Better

- **1 mark for correctly identifying method**

- **An *identify* question doesn't ask for an explanation but just a correct statement**

Question and Answer

(a) Identify the **three** lobes highlighted on the diagram of the brain below.

(3)

(i) **frontal**

....

(ii) **parietal**

....

(iii) **temporal**

....

Interpret
Definition, Support comment

- Recognise a trend or pattern(s) within a given stimulus/resource.

- **Make sure you use the scenario fully**

- **Support any statements you make with data**

A group of patients without depression were asked to rate their mood every day over a month to act as a control group.

The psychiatrists calculated the standard deviation for the mood score for patients with depression. The psychiatrists found a standard deviation of 1.43 for the mood score for the patients with depression.

The psychiatrists found a standard deviation of 3.46 for the mood score of patients without depression.

Interpret what the two standard deviations tell us about the results.

(2)

- Mark 1

  - The sds tell us the scores for the pts without depression are more spread out from the mean than the scores for the pts with depression
  - The first mark is for explaining what the standard deviations show

- Mark 2

  - **because** the SD for patients with depression is lower at 1.43 compared to the SD of the patients without depression (at 3.46)
  - The second mark is for justifying the explanation using the data given

Justify
Definition, Support comment

- Rationalise a decision or action.

- **You need to give reasons for or against the scenario/question**

- **Your reasons should be fully justified**

Alfredo plans to conduct an investigation into obedience using a questionnaire. He wants to find out if female students perceive themselves to be more obedient than male students. Alfredo decided to use closed and open questions in his questionnaire. Justify why Alfredo decided to use both closed and open questions in his questionnaire. (4)

Student response

- Open questions gather qualitative data which gives reasons why the students may feel they are (or are not) obedient (1).
- By including closed questions Alfredo has a more objective measure of obedience (1)

Mark, Explanation, Better

- **1 mark for each statement (2 marks)**
- **Neither statement is fully justified missing out on the second mark**
- **(open qs)... this increases the validity of the data as Alfredo's findings reflect the students' beliefs about their obedience (1).**
- **(closed qs) ... this will help reduce researcher bias and make the data about obedience in male and female students more reliable (1).**

State **one** aim of the study by Sherif et al. (1954)

Marks (/2):

- To investigate if conflict can be created between two groups through competition and if it can be reduced by working towards a superordinate goal

Why?

- **1 mark as it states an aim clearly, using appropriate terminology from the study.**

Using the Scientific Procedures Act (1986), state two considerations that need to be made for animal research

Marks (/2):

- Use the minimum number of animals to achieve accurate results

- Ensure animals are safe

Mark, Explanation, Better

- **1 mark for first point,**

- **the second point doesn't give enough detail for a mark**

- **Ensure that animals are accommodated in appropriate cages with the correct food and water being given**

State a fully operationalised directional (one-tailed) hypothesis for Adam and Lauren's study.

Marks (/2):

- More female students would follow teacher instructions over males

Adam and Lauren have carried out research into obedience as part of their A level Psychology course. They investigated whether males or females are more obedient to authority. They approached the first 25 male and 25 female students who were available at the time and asked them to complete a questionnaire. Each student who took part was given a scenario about whether or not they would follow a female teacher's instruction to pick up litter.

Mark, Explanation, Better

- **1 mark for partial operationalisation (gender) and correct direction of prediction**

- **The teacher instructions should be operationalised**

- **More female students would follow teacher instructions to pick up litter than male students**

Suggest
Definition, Support comment

- Make a proposal/propose an idea in written form..

- **Each proposal must be**
    - **fully linked to any scenario given**
    - **fully justified**

Tim and Laura are undertaking a practical investigation using a questionnaire into in-group favouritism at their college.
Suggest one open question and one closed question Tim and Laura could use in their questionnaire. (2)

Student response

- Open: how do you feel about in-group favouritism: ok/not ok/other (please explain)
- Closed: do you see your own group as inferior to other groups: yes ___, no ___, sometimes ___

Mark, Explanation, Better

- **1 mark for the closed question**
- **The open question is linked to the scenario, but doesn't count as an open question!**
- **How do you think in-group favouritism is shown at this college?**
- **Be very careful that your questions are fully open/closed and linked to the given scenario**

Suggest one way in which Pavlov's (1927) experiment with salivation in dogs could have been improved. (2)

Student response

- Controlling the breeds of the dog to make the results more reliable and replicable

Mark, **Explanation**, **Better**

- **0 marks**

- **The breed of dog isn't relevant for this study. The answer does attempt to give the improvement and then justify it, but incorrectly.**

- **He could use animals which are more genetically linked to humans such as monkeys. The results would be more generalisable than the dogs.**

- **This would improve the experience as we could use the results to compare more effectively to humans.**

Contents

To what extent
Definition, Support comment

- Review information then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.

- **This can be: 12 marks (6 A01, 6 A03), 16 or 20 marks.**

- **The 16+ mark essays can have a scenario – maximum A02 – 4 marks**

- **You need a final judgement which is balanced in terms of strengths / weaknesses**

- **A03 must be balanced and connected to A01**

- **The best patterns are:**
  - **A01 A03 (+/-)** → **repeat** → **conclude**
  - **A01 A02 A03 (+/-)** → **repeat** → **conclude**

12 mark to what extent: 6 A01, 6 A03

- **To what extent is social and cognitive psychology useful in explaining key questions relevant to today's society?**
- **You need to give equal weight to A01 and A03**
- **A03 must be fully connected to A01**
- **There should be a balance of strengths and weaknesses**
- **There needs to a final, balanced judgement**

Partial Exemplar Answer – A01, A03 x 4 times, Conclusions

- Blind obedience needs to be reduced to prevent atrocities such as genocide from occurring. Soldiers have claimed their actions have been a result of following the orders of their superiors in times of conflict, for example Rwanda.

- Milgram (1963) demonstrated that the legitimacy of an authority figure was a key feature in obedience, which helps explain why soldiers obey their chain of command, which can help with training soldiers.

- Children may have been socialised to obey and follow instructions, such as Hitler's youth, from an early age, so research can be useful for explaining issues.

- However, not all obedience or resistance behaviours can be explained using socialisation or Milgram's theory. These explanations cannot explain how individuals may resist obedience despite being subject to socialistion pressures or legitimate authority.

- Dyslexia can be explained through working memory model and the lower processing speeds of children, which means they struggle in education.

- Alloway et al. (2013) provide supporting evidence that cognitive interventions can help improve working memory scores which is a useful application of research.

- However, cognitive interventions assume working memory is a key feature of Dyslexia and ignore other explanations for the disorder, so they may not be useful in explaining the issue fully.

- Both cognitive and social psychology have demonstrated the capacity to answer key issues in society today. However, their explanations are limited and cannot fully explain all of the issues raised, often ignoring individual differences or other biological factors.

16 mark to what extent: 4 AO1, 4 AO2, 8 AO3

- **Kylie witnessed a crime and had to go to the police station for an interview. The crime involved a robbery of a shop in a busy shopping centre. Kylie was walking past the shop with her friends when she heard the shopkeeper shouting for help, as the thief ran out of the shop. The police carried out a cognitive interview to gather as much information as possible from Kylie about what she witnessed.**

- **To what extent would the cognitive interview be effective in gathering accurate information from Kylie about the crime she witnessed? You must make reference to the context in your answer.**

- **You must use the scenario fully**

- **AO3 must be fully connected to AO1**

- **There should be a balance of strengths and weaknesses**

- **There needs to a final, balanced judgement**

Partial Exemplar Answer – A01, A02, A03 x 4 times, Conclusions

- There are four main stages in the CI. The first is reinstating the context. When reinstating context witnesses should recall cues from the environment and about how they felt.

- Kylie could recall cues such as what smells were present when she witnessed the crime. She could also be asked to remember what her emotions were at the time, such as the fear she felt.

- Geiselman et al (1985) found that the cognitive interview led to more correct information being recalled compared to standard interviews showing it was more effective.

- However, they also found it led to slightly more incorrect items being recalled so it may not be as effective as standard interviews.

- Overall, the evidence suggests that the CI is more effective than SI at getting accurate information recal from Kylie. However, the CI is time consuming and requires trained interviewers – this may reduce the effectiveness of the CI as they may not be available when Kylie is interviewed