

## Commentary on candidate 1 evidence

Question	Commentary	Marks awarded
1 (a)	<p>The candidate has accurately described three features of Oswald's restoration theory:</p> <ul style="list-style-type: none"> <li>◆ [sleep enables us to] replenish neurotransmitters (1)</li> <li>◆ [sleep enables us to] restore things like minor injuries (1) as well as producing growth hormone (1)</li> </ul>	3/4
1 (b) (i)	<p>The candidate has accurately described the aim (1 mark) and method/procedure (2 marks), but not enough detail about the results were described to give a mark. All three must be accurately described in order to gain full credit.</p> <ul style="list-style-type: none"> <li>◆ Aim: to find out whether or not dreaming occurred during REM sleep (1)</li> <li>◆ Method: a lab experiment (1). They were woken regularly to see if they had been dreaming (1)</li> </ul> <p>A mark for results would have been allocated if the candidate had stated that there was an association between the patterns of REM and the content of dream reports or if they had stated that the dreamer was able to accurately estimate the length of their dream during REM.</p>	3/4
1 (b) (ii)	<p>1 mark is available for providing a strength and another mark is available for explaining this strength.</p> <ul style="list-style-type: none"> <li>◆ One strength of this study was that it was a lab experiment (1). This meant that they were able to control and manipulate the independent variables and the extraneous variables (1).</li> </ul>	2/2
1 (c)	<p>The candidate has accurately provided 5 points of explanation, which largely relate to the behaviour in the scenario.</p> <ul style="list-style-type: none"> <li>◆ When Rebecca is awake and conscious, her ego keeps her id in check (1) making her behave in a socially acceptable way by putting up a 'Welcome Home' banner (1)</li> <li>◆ When Rebecca is asleep and unconscious, her id will become dominant (1) and allow unfulfilled desires to be carried out, e.g. hanging the 'Go Away' sign (1)</li> <li>◆ In Rebecca's dream the manifest content or the literal meaning behind the dream is that she is hanging a 'Go Away' banner (1)</li> </ul> <p>The latter section of the response would also have gained a mark, had any been available.</p>	5/5

3 (a)	<p>The candidate has accurately described 2 key features of what is meant by agoraphobia.</p> <ul style="list-style-type: none"> <li>◆ it is a fear of leaving home or a familiar, safe, place (1)</li> <li>◆ This phobia can lead to severe panic attacks (1)</li> </ul>	2/2
3 (b)	<p>The candidate has accurately described 4 key features of social skills training in the treatment of phobias:</p> <ul style="list-style-type: none"> <li>◆ When attending an SST session, the therapist will firstly identify the phobia (1)</li> <li>◆ The therapist will then set goals with the client (1)</li> <li>◆ The therapist will then model the appropriate way to deal with their client's phobia (1)</li> <li>◆ The client will then role play the situation (1)</li> </ul> <p>The latter section of the response where the candidate describes feedback, homework and being 'put in the situation' would also attract marks, should they be available.</p>	4/4
3 (c)	<p>The candidate has accurately provided 4 points of explanation of the role of classical conditioning in the creation of phobias:</p> <ul style="list-style-type: none"> <li>◆ Classical conditioning is when we create or learn a phobia through association (1)</li> <li>◆ 4 marks for providing an explanation of classical conditioning by describing the 'Little Albert' study (explanation of pairing of CS, UCS in relation to creation of Albert's phobia)</li> </ul>	5/5
3 (d) (i)	<p>The candidate has accurately provided a name, and described the aims, method/procedure and results of a relevant study (Dias <i>et al.</i>)</p>	5/5
3 (d) (ii)	<p>1 mark is available for providing a strength and weakness and another mark is available for explaining this strength and weakness.</p> <ul style="list-style-type: none"> <li>◆ One strength of this study was that it was a lab experiment (1). This means that they were able to control and manipulate the IV and EV (1)</li> <li>◆ One weakness of this study is that because mice were used in the study their results are limited (1). This means that they are unable to generalise their findings to human beings (1).</li> </ul>	4/4
4. (a) (i)	<p>The candidate has accurately described <b>one</b> individual factor that may have influenced the Mori &amp; Arai 2010 study.</p> <ul style="list-style-type: none"> <li>◆ One individual factor ...is Gender (1). Females are more likely to conform than men (1)</li> </ul>	2/2

4. (a) (ii)	<p>The candidate has provided a key feature of one cultural factor</p> <ul style="list-style-type: none"> <li>◆ ...only Japanese students were used (1)</li> </ul> <p>Another mark would have been allocated here, if the candidate had said how using Japanese students only would constitute a cultural factor e.g. Japan being a collectivist culture (by Western standards) where conformity rates are generally higher.</p>	1/2
4. (b)	<ul style="list-style-type: none"> <li>◆ From the results from the table above we are able to see that we are more likely to conform if most of the people choose the same answer (1).</li> <li>◆ 'People are less likely to conform if only one person chooses an answer (1).</li> </ul> <p>For full marks to be awarded, another point of explanation could have been provided.</p>	2/3
4. (c)	<p>The candidate has fully explained Ahmed's behaviour with reference to majority social influence; informational social influence; normative social influence and compliance:</p> <ul style="list-style-type: none"> <li>◆ Ahmed could be showing normative social influence (1) in order to fit in and be liked by his fellow classmates (1).</li> <li>◆ He may show compliance (1) because even though privately he may not agree with what his fellow classmates are wearing he will publicly change his opinion (1).</li> <li>◆ Ahmed could also be showing informational social influence where he wishes to be right he may internalise himself (1) in order to be right like everyone else (1). Ahmed may believe that his classmates are right for wearing the same trainers (1) so publicly and privately changes (1)</li> </ul>	8/8
6. (a)	<p>The candidate has accurately provided one point of description:</p> <ul style="list-style-type: none"> <li>◆ One holistic mark for showing some understanding of 'nature': 'without being taught' and relating it to NVC 'babies will naturally smile to show their emotions'.</li> </ul>	1/2

6. (b)	<p>The candidate has accurately provided 5 points of explanation:</p> <ul style="list-style-type: none"> <li>◆ ...remaining eye contact (1) when at an interview it shows that you are interested (1)</li> <li>◆ ...it is important to lean forward in his chair slightly (1) to show he is engaged with the interviewer (1)</li> <li>◆ the candidate also mentions the importance of not having legs crossed, for which a mark has been allocated, but has not explained this as putting a barrier between Russell and the interviewer.</li> </ul> <p>There is a lot of repetition of features of NVC showing interest. Marks would be awarded if the explanation of each point of NVC were more specific.</p>	5/6
6. (c)	<p>It is necessary to explain both cultural and gender differences for the candidate to be given full marks:</p> <ul style="list-style-type: none"> <li>◆ When speaking to someone, men do not touch each other as it is seen as sexual (1) whereas women see it as a sign of friendship (1).</li> <li>◆ Another gender difference is that when meeting strangers, men prefer to sit opposite each other (1) whereas women prefer to sit side by side (1).</li> <li>◆ One cultural difference is that here in the UK when we create an 'O' with our hands it is seen as meaning "OKAY" (1) whereas in France it is seen as the sign for worthless (1)</li> </ul> <p>The final points the candidate makes regarding cultural differences between the Middle East and the UK, and between Scotland and Greece would also attract marks, if they had been available.</p>	6/6
6. (d) (i)	<p>The candidate has provided the name of a study appropriate to nature and NVC</p> <ul style="list-style-type: none"> <li>◆ Matsumoto (1)</li> </ul> <p>...the aim</p> <ul style="list-style-type: none"> <li>◆ To see whether or not we were able to naturally learn something without being taught (1)</li> </ul> <p>...and one aspect of results</p> <ul style="list-style-type: none"> <li>◆ Matsumoto found that even though some athletes were blind, they still celebrated in the same way as sighted athletes (1)</li> </ul> <p>This last point was deemed too vague to attract more than one mark. More marks would have been awarded had the candidate referred to what was observed regarding differences in features of NVC between sighted and non-sighted athletes.</p>	3/4

6. (d) (ii)	Here, the candidate has focused on the fact that another study has supported the findings of Matsumoto, but has not provided a strength of the study itself, which would have attracted more marks if fully explained.	1/2
		<b>62/70</b>

## Commentary on candidate 2 evidence

Question	Commentary	Marks awarded
1 (a)	The candidate has accurately described one feature of Oswald's restoration theory: <ul style="list-style-type: none"> <li>◆ Oswald believed that when we sleep our bodies restore itself (1)</li> </ul>	1/4
1 (b) (i)	The candidate has accurately described the results (1 mark) <ul style="list-style-type: none"> <li>◆ The results showed that humans have 5 stages of sleep and we dream in stage 5</li> </ul>	1/4
1 (b) (ii)	The candidate did not provide a valid strength of the internal validity of Dement & Kleitman's study.	0/2
1 (c)	Here, the response is rather muddled and unspecific, which suggests a lack of understanding. Furthermore, there is no application of knowledge to the scenario given.	1/5
3 (a)	The candidate has accurately described 2 key features of what is meant by agoraphobia. <ul style="list-style-type: none"> <li>◆ ...the fear of a social situation (1)</li> <li>◆ ...in which escape might be difficult (1)</li> </ul>	2/2
3 (b)	The candidate has accurately described 3 key features of social skills training in the treatment of phobias: <ul style="list-style-type: none"> <li>◆ you must teach them a few basic skills (1) ...such as what to talk about (1)</li> <li>◆ ...then they will go on to interact with everyday people (1)</li> </ul>	3/4
3 (c)	The candidate has described systematic desensitisation rather than explain how classical conditioning can create a phobia.	0/5
3 (d) (i)	The candidate describes an aim and method for a relevant study; they do not provide the researcher(s) name nor describe the results.	2/5
3 (d) (ii)	The candidate has not provided a response, here	NR
4. (a) (i)	The candidate has accurately identified two individual differences that can be found in the Mori and Arai study (age and gender), for which a mark has been allocated, but there is no description of either.	1/2

4. (a) (ii)	The candidate shows some understanding of what cultural differences mean, but has not specifically described any in relation to the study, which is what the question requires.	0/2
4. (b)	Two accurate points of explanation have been provided: <ul style="list-style-type: none"> <li>◆ 1 mark for explaining that the table shows that conformity is higher when all confederates say the same wrong answer</li> <li>◆ 1 mark for explaining that the table shows that conformity is lower when one confederate gave the correct answer</li> </ul>	2/3
4. (c)	The candidate has provided 5 points of explanation of Ahmed's behaviour in relation to the points given: <ul style="list-style-type: none"> <li>◆ Ahmed wanted to fit in so went and got the same shoes (1) (and relating this to normative social influence) (1).</li> <li>◆ Or it could have been compliance as Ahmed could have not liked the shoes (1) but on the outside agree with the majority and wear them (1)</li> <li>◆ Informational social influence, whilst not accurately explained or related to the scenario, is related loosely to internalisation (1).</li> </ul>	5/8
5. (a)	The candidate has accurately described altruism: <ul style="list-style-type: none"> <li>◆ Altruism is the act of helping out without expecting any reward (2).</li> </ul>	2/2
5. (b) (i)	The candidate has gained marks for describing an aim and several points relating to the method. Full marks could not be awarded, as the researcher(s) name(s) were not provided. <ul style="list-style-type: none"> <li>◆ Aim: to find out if you're more likely to help someone who have empathy towards or not (1)</li> <li>◆ Method: they took psychology students (1) and told then they were observing a participant called Elaine (1)</li> </ul> <p>The latter part of the response where further elements of the method are described would also attract marks, had they been available.</p>	3/4

5. (b) (ii)	<p>The candidate has provided one point of explanation as to how the results of the above study support the empathy-altruism theory</p> <ul style="list-style-type: none"> <li>◆ The majority of people who had something in common with Elaine took her place no matter if it was the hard way or the easy way (1) which proves that you are more likely to help someone if you empathise with them (1)</li> </ul> <p>Other points that could have been made include: This might have been because they might have wanted to relieve the other person'</p>	2/4
5. (c)	Although the response includes some understanding of what 'culture' is, the question, which asks about cultural differences in altruism, has not been answered.	0/4
5. (d)	The candidate has accurately explained the contents of the table which refer to the greater amount of helping behaviour shown to parents than to siblings (1 mark), and how this relates to kin-selection theory, which has also been accurately explained (1 mark).	2/6
		<b>27/70</b>

## Commentary on candidate 3 evidence

Question	Commentary	Marks awarded
1 (a)	<p>The candidate has accurately described four features of Oswald's restoration theory:</p> <ul style="list-style-type: none"> <li>◆ Oswald's restoration theory proposes that the time of rest during sleep helps the body restore and repair itself (1)</li> <li>◆ Sleep helps heal minor injuries (1)</li> <li>◆ ...and removes waste chemicals from the body (1)</li> <li>◆ ....REM sleep restores brain functioning (1)</li> </ul>	4/4
1 (b) (i)	<p>The candidate has accurately described the aim, method/procedure and results</p> <ul style="list-style-type: none"> <li>◆ the aim was to investigate the link between eye movement and dreaming (1)</li> <li>◆ Method/procedure: this was a laboratory experiment (1). A group of athletes, including seven men and two women (1)</li> <li>◆ Results: showed a strong but not exclusive, link between REM sleep and dreaming</li> </ul> <p>The candidate's methods section would have attracted more marks, had they been available.</p>	4/4
1 (b) (ii)	<p>The candidate explains one strength of the study</p> <ul style="list-style-type: none"> <li>◆ It was very tightly controlled (1). This meant that the researchers could control the way it was carried out to properly investigate the relation[ship] (1)</li> </ul>	2/2
1 (c)	<p>The candidate gave one valid point of explanation which related to the scenario:</p> <ul style="list-style-type: none"> <li>◆ Rebecca may be unconsciously jealous of her sibling (and going on to relate this to the 'Go Away' sign towards the end of the response) (1)</li> </ul>	1/5
3 (a)	<p>The candidate has accurately described 2 key features of what is meant by agoraphobia.</p> <ul style="list-style-type: none"> <li>◆ ...being somewhere where help is unavailable (1)</li> <li>◆ ...is likely to avoid public transport, shopping centres... (1)</li> </ul> <p>The point made about panic attacks would also have attracted marks, if available.</p>	2/2

3 (b)	<p>The candidate has accurately described 4 key features of social skills training in the treatment of phobias:</p> <ul style="list-style-type: none"> <li>◆ is a therapy for those with social anxiety (1)</li> <li>◆ ...could be carried out individually or in a group (1)</li> <li>◆ the patient will set goals for themselves (1)</li> <li>◆ ...then will begin role play (1)</li> </ul> <p>The candidate goes on to describe feedback, homework and role play, which would have attracted marks, if any had been available.</p>	4/4
3 (c)	The candidate has been awarded a mark for saying that classical conditioning involves learning, but the candidate goes on to describe social learning, not classical conditioning of a phobia	1/5
3 (d) (i)	The candidate has not provided a response, here	NR
3 (d) (ii)	The candidate has not provided a response, here	NR
4. (a) (i)	Majority social influence is described, not an individual factor in conformity, so the question has not been answered correctly.	0/2
4. (a) (ii)	A mark has been given for describing how culture may influence the extent of conformity among friends.	1/2
4. (b)	<p>Two accurate points of explanation have been provided:</p> <ul style="list-style-type: none"> <li>◆ 1 mark for explaining that the table shows that conformity is higher when there is unanimity among the majority</li> <li>◆ 1 mark for explaining that the table shows that conformity is lower when one confederate gave the correct answer</li> </ul>	2/3
4. (c)	Accurate explanations of majority social influence and informational social influence been provided.	2/8
6. (a)	Here the candidate had to show that they understand the word 'nature' in terms of NVC, and that they could relate this to the scenario, which this candidate has done.	2/2

6. (b)	<p>The candidate has provided a full explanation of how Russell can use NVC to give a good impression, in terms of:</p> <ul style="list-style-type: none"> <li>◆ One way Russell could give a good impression is having good posture (1)</li> <li>◆ slouching could make him seem uninterested (1)</li> <li>◆ good posture could make him seem more confident and professional (1)</li> <li>◆ not looking at the person he is talking to could show disinterest (1)</li> <li>◆ maintaining eye contact...would show that he is interested (1)</li> <li>◆ he should avoid mumbling and try to keep his tone friendly (1)</li> </ul>	6/6
6. (c)	<p>The candidate has provided three valid of explanation of gender and cultural differences in NVC. Both gender <b>and</b> cultural difference must be included to attract full marks:</p> <ul style="list-style-type: none"> <li>◆ men are more likely to stare than women (1).</li> <li>◆ In most Western countries, eye contact is considered polite and respectful (1). In some other cultures it is more respectful to not have too much eye contact (1)</li> </ul> <p>More, relevant explanation on gender difference would have attracted more marks.</p>	3/6
6. (d) (i)	<p>The candidate has provided the name of a study appropriate to nature and NVC</p> <ul style="list-style-type: none"> <li>◆ Ekman &amp; Friesen (1)</li> </ul> <p>...the aim</p> <ul style="list-style-type: none"> <li>◆ To see if certain facial expressions are universal (1)</li> </ul> <p>...and results</p> <ul style="list-style-type: none"> <li>◆ This shows that some expressions are universal (1) and are the result of nature, not nurture (1)</li> </ul> <p>The results are expressed as conclusions, but as this is a higher order skill, marks have been awarded. The description of the method/procedure did not attract marks, as this did not feature in the question.</p>	4/4
6. (d) (ii)	<p>One mark was given for saying that it was useful to use two different cultures, but this has not been expanded upon sufficiently to gain a second mark.</p>	1/2
		<b>39/70</b>