



PSYCHOLOGY

9773/01

Paper 1 Key Studies and Theories

May/June 2016

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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Section A

- 1 Explain how feedback to witnesses was manipulated in the further research by Wells and Bradfield. [2]**

In this study, witnesses were either given confirming feedback ('good, you identified the actual suspect'), disconfirming feedback ('actually, the suspect is number –') or no feedback.

- 1 mark – brief or muddled answer
 2 marks – both experimental conditions identified correctly (do not penalise if exact terminology is not used)

- 2 Suggest one problem with the revised 'eyes test' used in the study on autism by Baron-Cohen et al. and suggest how this might be resolved in further research. [4]**

The most likely answer is that the images used in the revised eyes test were static images. It could be suggested that 'mind-reading' from a static image is very different (and potentially more difficult) than the same process in moving (dynamic) images. Therefore suggesting that one improvement might be to produce dynamic images to use in any further research. Any other appropriate problem and suggestion may be credited.

For identification of problem

- 1 mark – brief identification (e.g. static images) only
 2 marks – identification of problem with some explanation / expansion.

For solution

- 1 mark – brief or muddled answer
 2 marks – clear suggestion of how this problem might be resolved. (2 + 2 = 4)

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- 3 Briefly outline one conclusion that can be drawn from the further research on cognitive development by Moore and Frye. [2]

Abstract

Two experiments tested McGarrigle and Donaldson's (1975) claim that the intentionality of the experimenter's action in performing the transformation in number conservation tasks misleads competent children into performance errors. In the first experiment, their naughty teddy paradigm for presenting 'accidental' transformations was replicated and extended by including transformations that altered number as well as ones that left number unchanged. Results with 5-year-olds showed that the naughty teddy procedure promoted inappropriate conservation with additions as well as appropriate conservation with length changes for small numbers of items (four). With larger numbers (seven) the naughty teddy effect was not apparent at all. It was concluded that the children were distracted by the teddy bear so they tended to judge the final display according to appearance-based strategies, such as counting, subitizing, and length. A new paradigm was devised to test the McGarrigle and Donaldson (1975) hypothesis more adequately. Intentionality was bypassed by giving the children explicit reason to doubt the validity of the experimenter's intention as a cue to the required answer. Conservation tasks were set in the context of a game in which the experimenter was said to be trying to trick the child. The child had to be on guard for the tricks. Results showed that, even under these conditions, 5-year-olds do confuse number with length. The results conformed closely to Siegler's (1981) characterization of conservation development in terms of movement from appearance-based strategies towards transformational strategies. It was concluded that the study of context will be best continued in relation to analyses of the knowledge and strategies children have available in a task.

- 1 mark – brief or muddled answer such as 'children were distracted by the teddy bear'
 2 marks – one clear conclusion given

- 4 (a) Describe how the participants were recruited in the key study on obedience by Milgram. [2]

Participants were recruited through newspaper advertisements in the New Haven area offering them \$4.50 for their participation in a study of memory and learning.

- 1 mark – brief answer (one piece of information) e.g. through newspaper adverts
 2 marks – more detailed answer including at least two pieces of information.

- (b) Suggest one problem with this method of recruiting participants. [2]

There are a number of ways that candidates can answer this question, The most likely is to discuss the 'self-selecting' nature of the sample and the fact that this sample is unlikely to be representative of the population as a whole. A more specific answer might be to consider the notion that volunteers are likely to be different from people who do not volunteer and that this trait may be particularly important in a study of obedience. Less likely but equally creditworthy would be answers focusing on the deception within the advert (not telling the participants exactly what the study consisted of) or even, possibly, ethical issues in relation to the offer of payment.

- 1 mark – brief or muddled answer
 2 marks – clear outline of one problem.

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5 Outline two ethical issues raised by the prison simulation study conducted by Haney, Banks and Zimbardo. [4]

There are a number of issues that can be discussed here. In addition to the issues of deception, distress, confidentiality, right to withdraw etc., candidates may also choose to discuss the ethics of Zimbardo playing the role of prison superintendent and the problems that were caused by this dual role or they may choose to discuss the length of time the study was allowed to continue. Any appropriate answer should be credited and 'ethical issue' may be interpreted in its broadest sense in this question.

For each issue

1 mark – brief answer (no marks for simply naming an ethical issue)

2 marks – clear outline of a contextualised ethical issue (2 + 2 = 4)

6 Describe how Social Learning Theory can explain the findings of the study by Bandura et al. on learning aggression. [2]

This question is testing the candidate's background knowledge. Social learning theory need only be described in basic terms with candidates using appropriate terminology such as imitation, modelling, role model. Links need to be made between the theory and the results of the key study – for example by candidates explaining that the study confirmed the role of imitation in learning.

1 marks – answer is unclear or if no explicit link is made to SLT

2 marks – a clear outline of the way SLT can be applied to the results of the study.

7 In the study on romantic love as attachment by Hazan and Shaver, participants were instructed to focus on only the most important relationship they had experienced. Suggest one problem with giving participants this instruction. [2]

Any appropriate answer may be credited here. One likely answer is that some participants may have had a number of serious relationships and the answers might have been very different had they chosen another relationship. Another possibility is that some participants (particularly younger undergraduate students) may not have had a serious relationship. It may also be appropriate to consider issues such as how long ago the relationship was and why it ended.

1 mark – brief or muddled answer

2 marks – appropriate suggestion. It is not necessary for candidates to go into any depth here as this is a speculative question but they must explain why it is a problem for 2 marks.

8 Outline how Freud explained little Hans' fear of horses. [2]

According to Freud the cause of little Hans' phobia was related to his Oedipus complex. Little Hans', it was argued, was afraid of horses because the horse was a symbol for his father. For example the black bits around the horses face reminded the boy of his father's moustache, the blinkers reminded him of his father's glasses and so on. Freud believed that as little Hans was having sexual fantasies about his mother he feared his father's retaliation. Little Hans therefore displaced his fear of his father onto horses who reminded him of his father.

1 mark – brief / muddled answer

2 marks – clear answer (not necessary to include all the information above)

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- 9 The study by Rosenhan, ‘sane in insane places’, is an example of a participant observation. Give one advantage of using this method in this study. [2]

The most likely answer is that participants do not know that they are being observed and therefore Rosenhan (and the other pseudopatients) were able to observe without the problems of demand characteristics / social desirability that would have existed had the participants known they were being observed (or could say that results are highly valid)

- 1 mark – brief answer / no contextualisation
 2 marks – clear explanation in the context of the study

- 10 Outline one conclusion from the study on gambling conducted by Parke and Griffiths. [2]

There are a number of possible answers, the most likely areas include:

- Verbal aggression against machines
- The fact that both verbal and physical aggression was evident
- That aggression can be seen as emotional aggression / linked to frustration and explained in terms of the frustration-aggression hypothesis
- That defence mechanisms such as projection and displacement were used
- That gamblers adopted a range of thinking strategies.

- 1 mark – brief or muddled conclusion
 2 marks – one conclusion clearly outlined

- 11 In the study on biological attraction by Rhodes et al., one finding was that males showed a stronger preference for symmetry than females. Suggest one reason for this finding. [2]

Rhodes et al. explain this in terms of physical appearance playing a greater role in mate choice for males than for females. Symmetry = genetic superiority.

- 1 mark – brief or muddled answer
 2 marks – clear suggestion

- 12 (a) Describe how stress was manipulated in the key study by Wang et al. [2]

There was a high stress condition in which participants had to subtract 13 from a 4 digit number and respond verbally, the participants were prompted for faster performance and required to restart the task if they made a mistake. In the low stress condition participants were asked to count backwards from 1000.

- 1 mark – brief or muddled answer
 2 marks – clear explanation (not necessary to give the level of detail given above)

- (b) Describe one physiological measure of stress used in the study by Wang et al. [2]

by heart rate recording and saliva testing.

- 1 mark – brief or muddled answer
 2 marks – clear answer (one technique with some detail)

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Section B

13 (a) Describe research into sleep and dreaming.

[10]

Research may include background, key study, further research and explore more. Candidates do not have to include all of these to achieve full marks.

Background theory: Cycles of sleep; REM and NREM; functions of sleep.

Key study: Dement, W. and Kleitman, N. (1957) The relation of eye movements during sleep to dream activity: an objective method for the study of dreaming. *Journal of Experimental Psychology*, 53, 5.

Further research: Gale, C. and Martyn, C. (1998) Larks, owls and health, wealth and wisdom. *British Medical Journal*, Vol. 317 1998.

<http://www.bmj.com/cgi/reprint/317/7174/1675>

It is likely that candidates will focus on the two studies identified above and summaries have been reproduced below. However candidates may be credited for any appropriate research.

Key study: Dement, W. and Kleitman, N. (1957) The relation of eye movements during sleep to dream activity: an objective method for the study of dreaming. *Journal of Experimental Psychology*, 53, 5.

The original study has no abstract – below is a summary of the study

Aim: The aim of the study was to determine the relationship between eye movement and dreaming. There were three specific research questions:

1. Are dreams recalled more often during REM sleep than during non-REM sleep?
2. Would subjective estimates of dream length correlate with length of REM?
3. Is there a relationship between the content of the dream and the direction of eye movements?

Participants: Seven adult males and two adult females. Five of these participants were studied intensively. Data collected from the other four to confirm the results from the original five.

Method: Laboratory experiment. Participants reported to the laboratory just before their normal bedtime. Asked to avoid alcohol and caffeine. Electrodes attached near the eyes to measure eye movement. Electrodes also attached to the scalp to measure electrical activity of the brain (to determine which stage of sleep they were in). Electrodes attached to EEG machine which ran continually throughout the night. Participants woken at various times during the night. Woken by a bell and spoke into a tape recorder. They had to state whether they had been dreaming and if they had, to report the content of the dream.

Results.

Research Question 1

Woken during REM sleep		Woken during non REM sleep	
Recalled dreams	No recall	Recalled dreams	No recall
152	39	11	149

From these results we can see that there is a far greater likelihood of reporting dreams when woken in REM sleep than when woken in non-REM sleep.

Research Question 2

Asking people to estimate the length of their dreams turned out to be too complex so the procedure was simplified.

Participants were woken randomly, either 5 or 15 minutes into REM sleep and asked to estimate whether they had been dreaming for 5 or 15 minutes.

51 tests		60 tests	
Woken after 5 minutes of REM		Woken after 15 minutes of REM	
Correct	Incorrect	Correct	Incorrect
45	6	47	13

The results show that participants were mostly correct in their estimation of dream length.

Research Question 3

Initially, the researchers asked the participants to try and describe the directions they had looked during their dreams.

As with Research question 2, this proved too complex and the researchers simplified the procedure.

When a particular pattern of eye movements was observed (mainly vertical, mainly horizontal, both vertical and horizontal or very little / no eye movement) participants were woken and asked to describe their dreams.

Results include a participant who showed very little eye movement describing dreaming that he was driving a car and staring at the road ahead and a participant with mainly vertical eye movements reporting a dream of throwing basketballs in a net.

Conclusions: The research supports the notion that eye movements during sleep are related to dreaming.

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Further research: Gale, C. and Martyn, C. (1998) Larks, owls and health, wealth and wisdom. British Medical Journal, Vol. 317 1998.

<http://www.bmj.com/cgi/reprint/317/7174/1675>

Abstract

Objective To test the validity of Benjamin Franklin's maxim “early to bed and early to rise makes a man healthy, wealthy, and wise.”

Design Cross sectional analysis of sleeping patterns in a nationally representative group of elderly people, and longitudinal investigation of mortality.

Setting Eight areas in Britain (five in England, two in Scotland, and one in Wales).

Subjects 1229 men and women aged 65 and over who in 1973-4 had taken part in a survey funded by the Department of Health and Social Security and for whom data on sleeping patterns, health, socioeconomic circumstances, and cognitive function had been recorded.

Main outcome measures Self reported income, access to a car, standard of accommodation, performance on a test of cognitive function, state of health and mortality during 23 years of follow up.

Results 356 people (29%) were defined as larks (to bed before 11 pm and up before 8 am) and 318 (26%) were defined as owls (to bed at or after 11 pm and up at or after 8 am). There was no indication that larks were richer than those with other sleeping patterns. On the contrary, owls had the largest mean income and were more likely to have access to a car. There was also no evidence that larks were superior to those with other sleeping patterns with regard to their cognitive performance or their state of health. Both larks and owls had a slightly reduced risk of death compared with the rest of the study sample, but this was accounted for by the fact that they spent less time in bed at night. In the study sample as a whole, longer periods of time in bed were associated with increased mortality. After adjustment for age, sex, the presence of illness, and other risk factors, people who spent 12 or more hours in bed had a relative risk of death of 1.7 (1.2 to 2.5) compared with those who were in bed for 9 hours. The lowest risk occurred in people who spent 8 hours in bed (adjusted relative risk 0.8; 0.7 to 1.0).

Conclusion These findings do not support Franklin's claim. A “late to bed and late to rise” lifestyle does not seem to lead to socioeconomic, cognitive, or health disadvantage, but a longer time spent in bed may be associated with increased mortality.

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<p>Definition of terms is accurate and use of psychological terminology is comprehensive. Description of knowledge (theories / studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	8–10
<p>Definition of terms is mainly accurate and use of psychological terminology is competent. Description of knowledge (theories / studies) is mainly accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is good. The answer has adequate structure and organisation. Quality of written communication is good.</p>	6–7
<p>Definition of terms is basic and the use of psychological terminology is adequate. Description of knowledge (theories / studies) is often accurate, generally coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer has some structure or organisation. Quality of written communication is good.</p>	4–5
<p>Definition of terms and use of psychological terminology is occasional or absent. Description of knowledge (theories / studies) is sometimes accurate, sometimes coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is occasionally evident. The answer has minimal structure or organisation. Quality of written communication is adequate.</p>	1–3
No answer or irrelevant answer.	0

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(b) Evaluate research into sleep and dreaming.

[12]

Candidates may use a variety of evaluation issues in their response (most likely will be issues relating to sampling, to self reports, the applications of the study) but should also focus on the contribution made to the wider area of sleep and dreaming in order to access top band marks. This is most likely to be achieved through a discussion (even a brief one) of how this research has developed from work that was conducted before this and how later research has built on this.

<p>Discussion is comprehensive. Range of points is balanced. Points are competently organised. Selection of points is explicitly related to the assessment request and demonstrates impressive psychological knowledge. Effective use of supporting examples from unit content. Quality of argument (or comment) arising from points is clear and well developed. Analysis (valid conclusions that effectively summarises issues and arguments) is evident. Evaluation is detailed and understanding is thorough.</p>	10–12
<p>Discussion is very good. Range of points is good and is balanced. Points are well organised. Selection of points is related to the assessment request and demonstrates competent psychological knowledge. Good use of supporting examples from unit content. Quality of argument arising from points is often clear and well developed. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and understanding is good.</p>	8–9
<p>Discussion is good. Range of points is limited and may be imbalanced. Points are organised. Selection of points is often related to the assessment request and demonstrates good psychological knowledge. Limited use of supporting examples from unit content. Quality of argument arising from points is limited. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is detailed and understanding is limited.</p>	6–7
<p>Discussion is sufficient. Range of points is partial (may be positive or negative only). Points are occasionally organised into issues / debates, methods or approaches. Selection of points is sometimes related to the assessment request and demonstrates basic psychological knowledge. Partial use of supporting examples from unit content. Argument arising from points is acceptable Analysis (key points and valid generalisations) is occasionally evident. Evaluation has adequate detail and understanding is acceptable.</p>	4–5

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<p>Discussion is basic. Some points are evident and may be either positive or negative. Points are not always organised into issues / debates, methods or approaches. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Some or no use of supporting examples from unit content. Argument arising from points is discernible or not present. Analysis (key points and valid generalisations) is rare or not present. Evaluation has meagre detail and understanding may not be evident.</p>	1–3
No answer or irrelevant answer.	0

(c) Explain how you would conduct a study which would extend our understanding of sleep and dreaming. [6]

The alternative could be based entirely on the ‘further research’ identified on the specification or it could be based on that and/or any research from the ‘explore more’ section or it could be based on any relevant research surrounding this area that the candidate has explored. It could even be suggestions that the candidates themselves make based on their knowledge of the key study and theory in this area.

<p>Suggestion of alternative is appropriate and shows insight. Explanation of how this would extend our understanding is clear and detailed. Understanding of the possible effects of this alternative of the wider topic area is impressive.</p>	5–6
<p>Suggestion is appropriate. Explanation of how this would extend our understanding is reasonably clear and detailed. Understanding of the possible effects of this alternative of the wider topic area is good.</p>	3–4
<p>Suggestion is reasonably appropriate although may have only peripheral relevance. Explanation of how this would extend our understanding is basic. Understanding of the possible effects of this alternative of the wider topic area is basic.</p>	1–2
No or inappropriate suggestion.	0

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14 (a) Describe research into bystander behaviour.

[10]

Research may include background, key study, further research and explore more. Candidates do not have to include all of these to achieve full marks.

Background theory: Why do people help or not help?

- Diffusion of responsibility, pluralistic ignorance (Latane and Darley).
- Cost-benefit analysis (Piliavin et al. 1981).

Key study: Piliavin, I., Rodin, J. and Piliavin, J. (1969) Good Samaritanism; an underground phenomenon? *Journal of Personality and Social Psychology*, 13(4), 289–299.

Further research: Fischer, P., Greitemeyer, T., Pollozek, F. and Frey, D. (2005) Unresponsive bystander behaviour: Are bystanders more responsive in dangerous emergencies? *European Journal of Social Psychology*. In Press, DOI: 10.1002/ejsp.297.

Full text: <http://onlinelibrary.wiley.com/doi/10.1002/ejsp.297/pdf>

It is likely that candidates will focus on the two studies identified above and summaries have been reproduced below. However candidates may be credited for any appropriate research.

Details of key study Piliavin, I., Rodin, J. and Piliavin, J. (1969) Good Samaritanism; an underground phenomenon? *Journal of Personality and Social Psychology*, 13(4), 289–299.

Investigated the effect of several variables on helping behavior, using subway express trains as a field laboratory. 4 teams of undergraduates, each made up of a victim, model, and 2 observers, staged standard collapses in which type of victim (drunk or ill), race of victim (black or white), and presence or absence of a model were varied. It was found that: (a) an apparently ill person is more likely to receive aid than one who appears drunk; (b) race of victim has little effect on race of helper except when the victim is drunk; (c) the longer the emergency continues without help being offered, the more likely it is that someone will leave the area of the emergency; and (d) the expected "diffusion of responsibility effect" found by Darley and Latane did not occur. Implications of this difference between laboratory and field results are discussed, and a brief model for the prediction of behavior in emergency situations is presented.

Details of further research Fischer, P., Greitemeyer, T., Pollozek, F. and Frey, D. (2005) Unresponsive bystander behaviour: Are bystanders more responsive in dangerous emergencies? *European Journal of Social Psychology*

Previous research in bystander intervention found that the presence of other bystanders reduces helping behaviour in an emergency (bystander effect). This research was mainly conducted in the context of non-dangerous, non-violent emergencies. We hypothesize that the classic bystander effect does not occur in more dangerous situations because: a) they are faster and more clearly recognized as emergency situations; and b) higher costs for refusing help increase the accepted costs for helping. Following this line of reasoning, the present research tests whether the bystander effect is affected by the degree of the emergency's potential danger. Results supported our expectations: In situations with low potential danger, more help was given in the solitary condition than in the bystander condition.

However, in situations with high potential danger, participants confronted with an emergency alone or in the presence of another bystander were similarly likely to help the victim.

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<p>Definition of terms is accurate and use of psychological terminology is comprehensive. Description of knowledge (theories / studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	8–10
<p>Definition of terms is mainly accurate and use of psychological terminology is competent. Description of knowledge (theories / studies) is mainly accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is good. The answer has adequate structure and organisation. Quality of written communication is good.</p>	6–7
<p>Definition of terms is basic and the use of psychological terminology is adequate. Description of knowledge (theories / studies) is often accurate, generally coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer has some structure or organisation. Quality of written communication is good.</p>	4–5
<p>Definition of terms and use of psychological terminology is occasional or absent. Description of knowledge (theories / studies) is sometimes accurate, sometimes coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is occasionally evident. The answer has minimal structure or organisation. Quality of written communication is adequate.</p>	1–3
No answer or irrelevant answer.	0

(b) Evaluate research into bystander behaviour.

[12]

Candidates may use a variety of evaluation issues in their response (most likely will be issues relating to methodology, validity, ethics and sample) but should also focus on the contribution made to the wider area of bystander behaviour in order to access top band marks. This is most likely to be achieved through a discussion (even a brief one) of how this research has developed from work that was conducted before this and how later research has built on this.

<p>Discussion is comprehensive. Range of points is balanced. Points are competently organised. Selection of points is explicitly related to the assessment request and demonstrates impressive psychological knowledge. Effective use of supporting examples from unit content. Quality of argument (or comment) arising from points is clear and well developed. Analysis (valid conclusions that effectively summarises issues and arguments) is evident. Evaluation is detailed and understanding is thorough.</p>	10–12
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<p>Discussion is very good. Range of points is good and is balanced. Points are well organised. Selection of points is related to the assessment request and demonstrates competent psychological knowledge. Good use of supporting examples from unit content. Quality of argument arising from points is often clear and well developed. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and understanding is good.</p>	8–9
<p>Discussion is good. Range of points is limited and may be imbalanced. Points are organised. Selection of points is often related to the assessment request and demonstrates good psychological knowledge. Limited use of supporting examples from unit content. Quality of argument arising from points is limited. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is detailed and understanding is limited.</p>	6–7
<p>Discussion is sufficient. Range of points is partial (may be positive or negative only). Points are occasionally organised into issues / debates, methods or approaches. Selection of points is sometimes related to the assessment request and demonstrates basic psychological knowledge. Partial use of supporting examples from unit content. Argument arising from points is acceptable Analysis (key points and valid generalisations) is occasionally evident. Evaluation has adequate detail and understanding is acceptable.</p>	4–5
<p>Discussion is basic. Some points are evident and may be either positive or negative. Points are not always organised into issues / debates, methods or approaches. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Some or no use of supporting examples from unit content. Argument arising from points is discernible or not present. Analysis (key points and valid generalisations) is rare or not present. Evaluation has meagre detail and understanding may not be evident.</p>	1–3
No answer or irrelevant answer.	0

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- (c) Explain how you would conduct a study which would extend our understanding of bystander behaviour. [6]

The alternative could be based entirely on the ‘further research’ identified on the specification or it could be based on that and/or any research from the ‘explore more’ section or it could be based on any relevant research surrounding this area that the candidate has explored. It could even be suggestions that the candidates themselves make based on their knowledge of the key study and theory in this area.

Suggestion of alternative is appropriate and shows insight. Explanation of how this would extend our understanding is clear and detailed. Understanding of the possible effects of this alternative of the wider topic area is impressive.	5–6
Suggestion is appropriate, Explanation of how this would extend our understanding is reasonably clear and detailed. Understanding of the possible effects of this alternative of the wider topic area is good.	3–4
Suggestion is reasonably appropriate although may have only peripheral relevance. Explanation of how this would extend our understanding is basic. Understanding of the possible effects of this alternative of the wider topic area is basic.	1–2
No or inappropriate suggestion.	0