

Solutions

Each answer shows the steps, then the **result**.

2.1

- any two of: the model is similar to the observer; the model is admired or high status; the model is seen to be rewarded

2.2

- learning occurred during unrewarded exploration but was not shown until reward was introduced, so learning can exist without performance

2.3

(a)

- taste aversion

(b)

- most conditioning fails with such a long gap between stimulus and consequence

3.1 B

- the behaviour was acquired by observation, with vicarious reinforcement

3.2 B

- sudden restructuring rather than incremental improvement indicates insight

3.3

(a)

- biological preparedness

(b)

- illness usually follows food after a delay, so an organism able to link taste to later sickness avoids poisoning and survives

3.4

(a)

- **Social learning theory** (or observational learning) (1); **Bandura** (1)

(b)

- **Vicarious reinforcement** (1) — the observer's own behaviour is affected by the consequences they see the model receive, so seeing the adult praised raised the expectation of reward and seeing the adult scolded lowered it (1)

(c)

- The scolded-model children had **learned** the behaviour just as well — they could reproduce it on demand (1); what the consequence changed was whether they chose to **perform** it. Learning can therefore occur without being visible in behaviour, which is a problem for a purely behaviourist account (1)

(d)

- Children were deliberately exposed to aggressive models, with the risk of lasting effects on their behaviour, and young children cannot give informed consent; they may also have been distressed (1)