

Solutions

2.1 Observed modelling and praise make vicarious learning plausible. Prior preference, direct instruction or shared incentives could also matter. Compare opportunities and repeated behaviour rather than treating the whole group as identical. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Compare ethically approved conditions showing the same strategy with and without observed praise, keeping other exposure and instructions comparable and allocating appropriately. Measure subsequent strategy use. Prior preference and demand effects remain relevant; do not invent results. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.