

Psychology

General Certificate of Secondary Education **B541**

Studies and Applications in Psychology 1

Mark Scheme for June 2010

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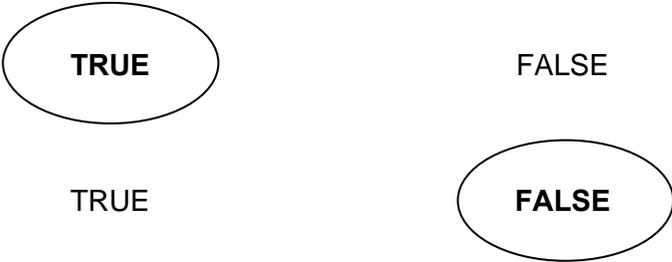
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SECTION A – DEVELOPMENTAL PSYCHOLOGY ATTACHMENT			
Question Number	Expected Answer	Marks	Rationale
1	<p>The behaviourist theory states that attachments are learned through reinforcement.</p> <p>From the list below, identify <u>two</u> ways that a carer would reinforce attachment in a baby. Show your answer by ticking the relevant boxes.</p> <p>comforting the baby <input checked="" type="checkbox"/> feeding the baby <input checked="" type="checkbox"/> frowning at the baby <input type="checkbox"/> ignoring the baby <input type="checkbox"/></p> <p>1 mark for each correctly ticked box as shown above.</p> <p>NB For each additional box ticked (over 2) subtract 1 mark.</p>	2 x AO2	
2 (a)	<p>Explain how a psychologist could measure separation protest.</p> <p>1 mark for manipulating separation eg 'taking a mother away from child', 'making an infant's carer leave the room', 'separating parent' and baby, etc</p> <p>1 mark for a measure of protest eg 'see how upset a baby is', 'time how long a child cries for', 'if the child crawls after parent this is a sign of protest', etc</p>	2 x AO2	<p>It is acceptable for candidate to use the word 'separation' in answer as long as they are clear on who is being separated.</p> <p>To award the mark for measure, there has to be some indication of behaviour being <i>recorded</i> e.g. observation, scale of measurement, categorising behaviour, etc</p> <p>Candidates should be specific about what behaviour is measured (e.g. do not credit 'reaction' etc) and should not simply use the word 'protest'.</p> <p>Do not credit definitions of separation protest as this is an AO2 question (application) not AO1 (knowledge).</p>

Question Number	Expected Answer	Marks	Rationale
2 (b)	<p>Explain how a psychologist could measure stranger anxiety.</p> <p>1 mark for manipulating a stranger eg 'leaving a baby alone with somebody it doesn't know', 'introducing an unfamiliar person'.</p> <p>1 mark for a measure of anxiety eg 'observing how afraid the baby is', 'time how long a child cries for'.</p>	<p>2 x AO2</p>	<p>Candidates cannot get credit for reusing word stranger and must find another way of expressing this.</p> <p>To award the mark for measure, there has to be some indication of behaviour being <i>recorded</i> e.g. observation, scale of measurement, categorising behaviour, etc</p> <p>Candidates should be specific about what behaviour is measured (e.g. do not credit 'reaction' etc) and should not simply use the word 'anxiety'.</p> <p>It is acceptable for candidates to use the same measure of anxiety as for protest in (a).</p> <p>Do not credit definitions of stranger anxiety as this is an AO2 question (application) not AO1 (knowledge).</p>

SECTION A – DEVELOPMENTAL PSYCHOLOGY ATTACHMENT			
Question Number	Expected Answer	Marks	Rationale
3	<p>Below are three statements which refer to Hazen & Shaver's (1987) study on attachment types.</p> <p>Identify whether the statements are true or false.</p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <p style="text-align: center;">  </p>		Do not give credit where both true and false are circled.
3 (a)	<p>Hazen & Shaver used a questionnaire to collect data for their study.</p> <p style="text-align: center;">  </p> <p>1 mark for selecting 'true'.</p>	1 x AO1	Do not give credit where both true and false are circled.
3 (b)	<p>Hazen & Shaver used a sample of children in their study.</p> <p style="text-align: center;">  </p> <p>1 mark for selecting 'false'.</p>	1 x AO1	

SECTION A – DEVELOPMENTAL PSYCHOLOGY ATTACHMENT			
Question Number	Expected Answer	Marks	Rationale
3 (c)	<p>Hazen & Shaver found that secure attachments were more common than insecure attachments.</p> <p style="text-align: center;">  </p> <p>1 mark for selecting 'true'.</p>	1 x AO1	
4	<p>Outline <u>one</u> limitation of the procedure used in Hazen & Shaver's study on attachment types.</p> <p>1 mark for a brief or basic response eg 'people may lie in surveys', 'it was only carried out in America'.</p> <p>2 marks for a more developed and detailed response eg 'the sample may be unrepresentative (1) because people with bad experiences of relationships would not want to take part in a love quiz (1)', 'it was only carried out in America (1) so findings are culturally biased (1)', 'the results may be invalid (1) because it relied on adults accurately remembering their childhood attachments (1)'.</p>	2 x AO3	<p>Be careful not to credit what are essentially descriptions of the study e.g. 'they used a newspaper for the survey' or 'questions were closed'. Candidates need to explain why these features are problematic to earn marks e.g. 'using only one newspaper (1) is not representative (1)' or 'closed questions restrict responses (1)'.</p> <p>Stating limitations lead to inaccuracy is considered too vague and not creditworthy. Candidates need to refer to concepts such as 'validity' or 'reliability'.</p> <p>Do not double credit repetition eg 'participants may have lied and given a false account of attachment types'.</p>

SECTION A – DEVELOPMENTAL PSYCHOLOGY ATTACHMENT			
Question Number	Expected Answer	Marks	Rationale
5	<p>Describe Bowlby's theory of attachment.</p> <p>1 mark for each brief statement made about the theory eg references to instinct, monotropy, critical period, effects of maternal deprivation, irreversible effects.</p> <p>More than 1 mark can be awarded for a well developed description of a feature eg 'Bowlby argued attachments happen instinctively (1) because they have evolved to aid survival (1)'.</p> <p>eg 'The theory is that attachment must happen during a critical period (1) which is the first 3 years of a baby's life (1). If it does not happen in these 3 years then the child has supposedly missed its chance to form any meaningful attachments later in life (1)'.</p> <p>eg 'Bowlby said that children suffer if they experience maternal deprivation (1) which leads to irreversible effects (1). He related deprivation to affectionless psychopathy (1) where individuals show no remorse or guilt for their deviant behaviour (1)'</p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>	4 x AO1	<p>Be careful not to credit the work of Ainsworth on attachment types.</p> <p>Do credit the proposed effects of privation and deprivation rather than crediting definitions of the terms.</p> <p>If description is essentially a list of concepts then a maximum of 2 marks.</p>
Section A Total		[15]	

SECTION B – SOCIAL PSYCHOLOGY			
OBEDIENCE			
Question Number	Expected Answer	Marks	Rationale
6 (a)	<p>Give one real-life example of obedience.</p> <p>Any feasible example that illustrates understanding of the term obedience which can be general (eg ‘soldiers have to follow orders, all countries have laws that must be followed’) or specific (eg ‘doing as your mum says otherwise she’ll ground you’, ‘we always keep to the left hand side of the corridor at school’).</p>	1 x AO2	<p>Rule of thumb: can only credit a response that tells you who is being obeyed and/or what is being obeyed.</p> <p>Do not credit general definitions of obedience.</p>
6 (b)	<p>Give one real-life example of defiance.</p> <p>Any feasible example that illustrates understanding of the term defiance which can be general (eg ‘soldiers refusing to follow orders’ or ‘a country’s people standing up to a dictator’) or specific (eg ‘doing the opposite of what your parents tell you’ or ‘standing up to a school bully who demands your dinner money’).</p>	1 x AO2	<p>Rule of thumb: can only credit a response that tells you who is being defied and/or what is being defied.</p> <p>Do not credit general definitions of defiance.</p>
7	<p><u>Investigating Obedience</u></p> <p>A psychologist used a confederate in an experiment to investigate obedience. However she told each participant that she was investigating sleep deprivation. The confederate pretended to be very tired.</p> <p>In the first condition the psychologist instructed each participant to stop the confederate going to sleep by prodding him.</p> <p>In the second condition, the participants were put in groups and had to decide together whether to follow the instruction to prod the confederate. This was a task of consensus.</p>		

SECTION B – SOCIAL PSYCHOLOGY			
OBEDIENCE			
Question Number	Expected Answer	Marks	Rationale
7 continued	<p>Using the source, explain how the participants may have behaved differently in the two conditions.</p> <p>1 mark for a brief or basic response that demonstrates some understanding of change eg ‘they would be more likely to obey’, ‘participants wouldn’t obey as much with others’.</p> <p>2 marks for a response with some explanation eg ‘individuals may be more likely to disobey by themselves (1) but then give into peer pressure in groups (1)’, ‘if one person in the group disobeys then the participant may disobey when he would not by himself (1) to fit in (1)’.</p> <p>3 marks for a developed response with some explanation eg ‘they may be more likely to obey orders in the second condition (1) because of diffusion responsibility (1) which means no one person feels personally responsible for their actions (1)’ or ‘they could be less likely to obey second time around (1) because if one person disobeys this acts as a role model (1) and people may conform with this action (1)’.</p> <p>For full marks there must be some psychological understanding demonstrated in the answer. Common sense responses are limited to 2 marks.</p>	<p>3 x AO2</p>	<p>Rule of thumb: Look for an explicit or implied difference between the two conditions with reference to obedience and award 1 mark.</p> <p>2 remaining marks are for <i>explaining</i> this difference. This could be two brief explanations of what is happening in each condition, or an elaborated explanation of behaviour in one of the conditions.</p> <p>Please note, explanations must focus on the fact that participants are either alone or in groups.</p> <p>Be careful not to credit responses which simply describe what is already given in the source.</p>

SECTION B – SOCIAL PSYCHOLOGY			
OBEDIENCE			
Question Number	Expected Answer	Marks	Rationale
8	<p>Bickman (1974) carried out a field experiment into the power of uniforms.</p> <p>Identify <u>two</u> limitations of Bickman’s study from the list below by ticking the relevant box.</p> <p>he only used male confederates <input checked="" type="checkbox"/></p> <p>he only carried out his research in one area <input checked="" type="checkbox"/></p> <p>he only got participants to obey one type of order <input type="checkbox"/></p> <p>he only tested one type of uniform <input type="checkbox"/></p> <p>NB For each additional box ticked (over 2) subtract 1 mark.</p>	2 x AO2	

SECTION B – SOCIAL PSYCHOLOGY			
OBEDIENCE			
Question Number	Expected Answer	Marks	Rationale
9	<p>Describe how research into obedience can be used to help keep order in institutions.</p> <p>1 mark for identifying a relevant institution eg army, school, prison, police/law.</p> <p>Plus 1 mark for each statement showing how obedience may be encouraged eg use of uniforms, establishing authority, punishment of disobedience.</p> <p>Any one way of encouraging obedience can be awarded up to 3 marks if well developed.</p> <p>eg 'by using uniforms (1) prisoners lose their individuality (1) which means they are more likely to conform to group norms (1)'.</p> <p>eg 'if pupils disobey rules (1) they need to be publicly punished eg excluded (1) so that others see the consequences of defiance and are deterred from doing the same (1)'.</p> <p>Only award full marks if response shows coherency and demonstrates psychological understanding.</p>	4 x AO2	<p>If response is general (i.e. not linked to an institution) then award a maximum of 1 mark.</p> <p>Award no more than 1 mark for naming institutions e.g. if three listed still only 1 mark. However, candidates can go on to describe more than one institution and still earn full marks in this way. If candidates offer more than one institution there must be some level of description of each one (in terms of how obedience is encouraged) before all marks awarded. Please be careful not to double-credit the same feature twice if more than one institution offered e.g. use of uniforms in school and use of uniforms in prison.</p> <p>Institution may not be explicitly identified but may be implied by description (e.g. of guards and inmates) and on this basis up to 3 marks can be awarded if description warrants this.</p> <p>Be careful not to credit research findings – it is the <i>application</i> of these findings which is being assessed.</p>

SECTION B – SOCIAL PSYCHOLOGY			
OBEDIENCE			
Question Number	Expected Answer	Marks	Rationale
10	<p>Explain the role of dispositional factors in obedience.</p> <p>1 mark for each brief statement made about the theory eg references to personality traits, upbringing and/or nature, authoritarian personality.</p> <p>More than 1 mark can be awarded for a well developed description of a feature eg ‘The theory is that an individual’s personality will determine whether they are going to obey (1) not the situation they find themselves in (1)’.</p> <p>eg ‘It might simply be in some people’s nature to be more obedient than others (1). This means that even if there is an opportunity for them to not follow rules it would go against their instinct to (1). In other words, they have highly developed conscience which operates independently of the influence of others (1)’.</p> <p>eg ‘Adorno suggested obedient people have authoritarian personalities (1). This would be due to a strict upbringing (1). The argument is that they displace their hostility towards their parents (1) onto others by expecting people to obey them but by also deferring to those in authority (1)’.</p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>	4 x AO1	<p>Full marks can only be awarded if there is an explicit reference to obedience in the response, but more generic responses can earn up to 3 marks.</p> <p>It is appropriate to credit the idea of personality factors and the authoritarian personality specifically as separate points.</p>
	Section B Total	[15]	

SECTION C – INDIVIDUAL DIFFERENCES			
ATYPICAL BEHAVIOUR			
Question Number	Expected Answer	Marks	Rationale
11	<p>State what is meant by ‘atypical behaviour.’</p> <p>1 mark for a brief but accurate statement that focuses on the meaning of atypical eg ‘behaviour which is not typical’, ‘abnormal behaviour’, ‘actions that are out of the ordinary’, etc.</p>	1 x AO1	<p>Do not credit tautological responses i.e. ‘behaviour which is atypical’.</p> <p>Can credit one word responses e.g. ‘unusual’.</p>
12	<div style="border: 1px solid black; padding: 10px;"> <p><u>Treating Phobias</u></p> <p>A behaviour therapist was treating a new group of clients for their phobias. His youngest client, Shaun, had a fear of spiders. His other clients had more complex problems. Gemma had a fear of going to school. Sally had a fear of being around other people. John’s phobia was even worse; he refused to leave his house because of his fear of open spaces.</p> </div> <p>Using the source:</p>		
12 (a)	<p>Name the person who was suffering from agoraphobia.</p> <p>1 mark for John.</p>	1 x AO2	
12 (b)	<p>Name the person who was suffering from social phobia.</p> <p>1 mark for Sally.</p>	1 x AO2	
12 (c)	<p>Name the person who was suffering from arachnophobia.</p> <p>1 mark for Shaun.</p>	1 x AO2	

SECTION C – INDIVIDUAL DIFFERENCES			
ATYPICAL BEHAVIOUR			
Question Number	Expected Answer	Marks	Rationale
13	<p>Gavin has a fear of heights. Explain how Gavin’s fear of heights could be treated using behaviour therapy.</p> <p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion. Do credit cognitive-behavioural methods as long as there is some reference to behaviour change.</p> <p>1 mark for identifying a behavioural technique, whether by name or by outlining the technique eg ‘you could make Gavin face his worst fear’.</p> <p>Plus 1 mark for an outline or additional detail eg ‘acrophobia can be treated by flooding patients (1) for example putting the client on top of a very tall building (1)’ or ‘you can introduce things that an individual fears (1) and do this step by step making it worse and worse (1)’.</p> <p>Or plus 2 marks for a more detailed outline or a developed response.</p> <p>eg ‘implosion therapy (1) would involve Gavin imagining his most feared situation such as being on a rope bridge in a canyon (1) until he forms a new association with it (1)’.</p> <p>eg ‘you could use systematic desensitisation on him (1) building up an anxiety hierarchy where he may start with standing at the bottom of ladder and gradually building up to standing on the top rung (1) learning to relax at each stage he goes through (1)’.</p> <p>If more than one technique is offered then credit highest scoring one.</p> <p>For full marks, there must be some reference to Gavin’s phobia. NB It is Gavin’s phobia of heights that needs to be referenced in some way not Gavin himself.</p>	3 x AO2	<p>Up to 2 marks for a general response or one that uses an example of another phobia.</p> <p>Referencing Gavin’s phobia does not earn marks in itself, unless it illustrates a feature which has not be named/described already e.g. can credit reference to ‘anxiety hierarchy’ or can credit an example of anxiety hierarchy that may be used for Gavin. Do not double-credit a feature and an example of that feature.</p> <p>Do not credit the idea that clients <i>realise/understand</i> that fear is irrational etc unless the response focuses on cognitive behaviour therapy e.g. flooding is not about changing minds but about changing behaviour/association.</p>

SECTION C – INDIVIDUAL DIFFERENCES			
ATYPICAL BEHAVIOUR			
Question Number	Expected Answer	Marks	Rationale
14	<p>Watson & Rayner (1920) carried out a study to show how classical conditioning could be used to explain phobias.</p> <p>Outline <u>two</u> limitations of Watson & Rayner's study.</p> <p>For each limitation offered;</p> <p>1 mark for a brief or basic response eg 'it was unethical', 'only one boy was tested', 'it lacked ecological validity'.</p> <p>2 marks for a more developed and detailed response eg 'Little Albert was caused distress (1) because a phobia was purposely induced in him (1)', 'it is not possible to generalise (1) from a sample of one child (1)'.</p>	<p>2 x AO3 2 x AO3</p>	<p>It is appropriate to export responses or parts of responses between sections 1 and 2.</p> <p>Be careful not to double-credit responses that over-lap eg problems with sample size (only one child, only an infant, only one sex) is essentially the same point. eg candidates can offer two different ethical problems but should not be given credit twice for the phrase 'it was unethical'.</p> <p>However, there is a distinction between not being able to generalise from one participant and not being able to generalise from one conditioned stimulus.</p> <p>Be careful to only credit limitations of the study not of behaviourist theory eg the idea that phobias may be innate is not a limitation of the study itself.</p>

SECTION C – INDIVIDUAL DIFFERENCES			
ATYPICAL BEHAVIOUR			
Question Number	Expected Answer	Marks	Rationale
15	<p>Describe how classical conditioning can be used to explain a school phobia.</p> <p>1 mark for each relevant concept covered accurately (if briefly) eg learning by association, UCS, UCR, CS, CR, NS (these abbreviations are permissible in the response).</p> <p>An appropriate classical conditioning diagram can be awarded up to 3 marks.</p> <p>For full marks there must be some application of the theory/concepts to school phobia.</p> <p>eg 'It is possible to learn a school phobia through association (1). If something bad happens at school, like being threatened by another pupil, this causes a unconditioned response (1) of fear. This fear becomes associated with the neutral stimulus of school (1). If bad enough, one trial learning follows where the school becomes a conditioned stimulus and triggers fear alone. (1)'. If full marks are to be awarded then description needs accuracy, detail and coherency.</p>	4 x AO2	<p>If description is essentially a list of concepts then a maximum of 2 marks.</p> <p>Do credit 1 mark for a response which generally acknowledges the role of experience.</p> <p>If no use of psychological terminology then a maximum of 2 marks.</p>
	Section C Total	[15]	

SECTION D – BIOLOGICAL PSYCHOLOGY SEX & GENDER			
Question Number	Expected Answer	Marks	Rationale
16	<p><u>No Two Children are the Same</u></p> <p>Child A: is intelligent, and likes playing with musical instruments Child B: is sensitive, and likes playing with dolls Child C: is adventurous, and likes playing with cars Child D: is aggressive, and likes playing with make-up</p> <p>Using the stimulus:</p>		
16 (a)	<p>give the letter of the child who shows masculine behaviour;</p> <p>1 mark for C.</p>	1 x AO2	
16 (b)	<p>give the letter of the child who shows feminine behaviour;</p> <p>1 mark for B.</p>	1 x AO2	
16	<p>give the letter of the child who shows androgynous behaviour.</p> <p>1 mark for D.</p>	1 x AO2	

SECTION D – BIOLOGICAL PSYCHOLOGY SEX & GENDER			
Question Number	Expected Answer	Marks	Rationale
18	<p>Describe Diamond & Sigmundson's (1995) study into gender development.</p> <p>Credit 1 mark for each relevant feature of the study eg aim (to see if gender is a product of nature or nurture), background (Bruce lost his penis in an operation that went wrong), methodology (he was observed and interviewed over time, he was raised as a girl), findings (Brenda was not happy with her gender), conclusion (Bruce's biological sex determined his gender rather than his upbringing).</p> <p>To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.</p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>	4 x AO1	<p>Candidates can include the early work of Money in their description but for full marks must acknowledge the findings and/or conclusions of Diamond & Sigmundson.</p>
19	<p>Describe and evaluate the biological theory of gender development.</p> <p>AO1 marks for concepts such as: chromosomes (XX vs XY), hormones (testosterone vs oestrogen), brain development, evolutionary characteristics.</p> <p>AO2 marks for evaluation points such as: ignores the effect of learning, just because males/females are biologically the same does not make them psychologically similar, how do we explain gender inconsistent behaviour?, the problem of cross-cultural differences. One evaluation point can be worth 2 x AO2 if well elaborated.</p> <p>1-2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical. Evaluation may be present but will be simple and/or brief.</p> <p>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation</p>		<p>Please ensure AO1 credit is only given for explaining gender differences not for describing gender differences e.g. do not credit fact males have superior visual-spatial skills but do credit a biological explanation for this.</p> <p>Please note: the biological approach does explain individual differences in gender roles within sexes but it does not explain how two individuals with the same biology (in terms of chromosomes, hormones, brains) have different gender roles/identity.</p>

SECTION D – BIOLOGICAL PSYCHOLOGY SEX & GENDER			
Question Number	Expected Answer	Marks	Rationale
19 continued	<p>and grammar.</p> <p>3-4 marks: There is description of at least one key concept. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief.</p> <p>Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>5-6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear.</p> <p>Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.</p>	<p>4 x AO1 2 x AO2</p>	
	Section D Total	[15]	

SECTION E – COGNITIVE PSYCHOLOGY			
MEMORY			
Question Number	Expected Answer	Marks	Rationale
20	<p>Complete the diagram below to show the stages of information processing in memory.</p>  <pre> graph LR Input[Input] --> Encoding[Encoding] Encoding --> Storage[Storage] Storage --> Retrieval[Retrieval] Retrieval --> Output[Output] </pre> <p>1 mark for each correctly entered term as shown above. NB Allow store/storing as well as storage. Allow retrieve/retrieving as well as retrieval.</p>	2 x AO1	
21	<p>Explain the difference between accessibility and availability problems in memory.</p> <p>1 mark for demonstrating understanding of accessibility problems eg ‘when you cannot retrieve a memory’, ‘when you forget something but it’s on the tip of your tongue’, ‘when something is still in memory but you cannot access it’.</p> <p>1 mark for demonstrating understanding of availability problems eg ‘when information is gone for good’, ‘when a person forgets something permanently’.</p> <p>1 mark for a distinction between the two problems which may be explicit eg ‘forgetting is permanent if data is unavailable but may only be temporary if inaccessible’, ‘availability problems are associated more with STM whereas accessibility problems are associated more with LTM’ or implicit eg ‘you will have to re-learn information that has become unavailable’</p> <p>NB Do not double credit a distinction that overlaps with a statement already made about each problem.</p>	3 x AO1	<p>To receive credit, responses must focus on the <i>problems</i> of accessibility and availability not what the terms mean.</p> <p>If the descriptions of each problem are correct but not labeled (ie we don’t know which is an accessibility problem and which is an availability problem) can award up to but no more than 2 marks.</p> <p>If the descriptions of each problem are incorrectly labeled (ie accessibility and availability problems muddled up) can award up to but no more than 2 marks.</p> <p>Be careful not to credit the recycling of the terms ‘accessibility’ and ‘availability’ eg ‘when you cannot access data’, ‘information is no longer available’.</p>

SECTION E – COGNITIVE PSYCHOLOGY			
MEMORY			
Question Number	Expected Answer	Marks	Rationale
22	<p>Terry (2005) investigated students' recall of TV commercials in a laboratory experiment.</p> <p>Outline <u>one</u> limitation of the <u>procedure</u> used by Terry.</p> <p>The response may pertain to the information in the 'strap line' or any other aspect of Terry's procedure eg the experimental design, controls.</p> <p>1 mark for a brief or basic response eg 'the sample was unrepresentative', 'only TV commercials were used', 'demand characteristics'.</p> <p>2 marks for a more developed and detailed response eg 'the sample was unrepresentative (1) as students would give an age bias (1)', 'people don't normally watch TV commercials under controlled conditions (1) so this limits the ecological validity (1)'.</p>	2 x AO3	<p>Be careful not to credit what are essentially descriptions of the study eg 'he used a lab', 'the adverts had been shown on TV before'. Candidates need to explain why these features are problematic to earn marks eg 'he used an artificial setting (1)', 'If adverts had been seen before they may have carried different meanings for different participants (1) which creates an extraneous variable (1)'.</p>
23	<p>Outline the <u>findings</u> of Terry's study.</p> <p>1 mark for each brief or basic statement relating to the findings eg 'Participants recalled some adverts more than others', 'there was a serial position effect', 'they didn't recall adverts in the middle very well'.</p> <p>Or up to 3 marks for a developed or detailed response eg 'all participants showed a primacy effect in recall(1) as they remembered the first few commercials presented (1). However, only participants who got to recall product names immediately had good recall for the last few (1)'.</p> <p>The response must have some coherency to be awarded full marks.</p>		<p>Only credit 1 mark for naming of serial position effect and/or primacy effect and/or recency effect.</p> <p>Only credit 1 mark for pattern of results eg 'more commercials were recalled from the beginning and end of the presentation than in the middle (in the first condition)'</p> <p>Therefore 3rd marks are likely to come from describing the pattern of marks in both conditions and/or explaining the findings.</p> <p>It is possible to gain full marks even if candidate only refers to the findings from one of the conditions.</p>

SECTION E – COGNITIVE PSYCHOLOGY			
MEMORY			
Question Number	Expected Answer	Marks	Rationale
23 continued	<p>NB The findings can be presented in graphical form and should be credited as indicated below;</p> <p>1 mark for a reasonably accurate sketch of a graph (containing one or both conditions).</p> <p>1 mark for clear labeling of graph (not necessarily a title).</p> <p>1 mark for some commentary on the graph.</p> <p>A maximum of 1 mark for candidates who identify features of the study not pertaining to the findings.</p>	3 x AO1	
24	<p>Describe and evaluate the multi-store model of memory.</p> <p>AO1 marks for reference to concepts such as: distinct and separate stores, structures of time and space, differences in duration between stores, differences in capacity between stores, attention, rehearsal, decay, displacement, etc.</p> <p>AO2 marks for valid evaluation points such as: ignoring individual differences, over-emphasis of rehearsal, possibility of more than one LTM, evidence lacking ecological validity, etc.</p> <p>1-3 marks: There is a brief reference to one or more key concepts. Key concepts may be described in common sense ways. There may be some attempt at evaluation but it will be weak.</p> <p>Quality of written communication can be basic, using few if any psychological terms.</p> <p>There can be some errors in spelling, punctuation and grammar.</p>	5 x AO1 5 x AO2	<p>Credit only 1 mark for naming of stores.</p> <p>Credit 1 mark when candidate identifies direction of information processing.</p> <p>Please do not credit description of processes either side of storage eg encoding, retrieval, etc.</p> <p>Only credit studies where they are used clearly to support description or evaluation – naming a study is not enough.</p> <p>Features of stores should be accurate to gain credit eg duration of STM being between 10 and 30 seconds.</p> <p>To award a mark in the top band, candidate must have given an overview</p>

	<p>4-7 marks: There is a description of one or more key concepts. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant.</p> <p>Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>8-10 marks: There is an explanation of at least two key concepts. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>NB Where evidence is offered (eg primacy/recency effect, HM) this can be credited as AO1 or AO2 depending on how it is used in the answer.</p> <p>NB If a diagram is included, this can be awarded up to 3 x AO1 marks depending on level of accuracy and detail. However, if description of model is also included credit this first and only credit additional information offered in the diagram.</p>		<p>of the model i.e. cannot just focus on certain features/stores.</p> <p>Do not credit evaluation which simply says there are alternative theories or that MSM ignores other theories. Comparisons with other theories need to be drawn.</p> <p>Do not credit the idea that MSM is simplistic unless the candidate explains in which ways it is simplistic.</p>
	Section E Total	[15]	
	Paper Total	[80]	

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