



EXAM PAPERS PRACTICE

Psychology

Memory Mark Scheme

Mark schemes

1

(a) **A02 = 4**

1 mark for each valid point as follows:

- **purpose** is to test the capacity of short-term memory.
- short-term memories are coded verbally / acoustically / task requires verbal rehearsal.
- **outcome** – most of the people tested would be able to repeat correctly a sequence of between 5 and 9 items.
- because according to the multi-store model, short-term memory has a limited capacity of 7 + or - 2.

(b) **AO3 = 4**

1 mark for an appropriate 4-letter sequence (to be creditworthy, this sequence should not make up a word or a recognisable abbreviation of a word, be a recognisable acronym or include multiple repetitions, eg 'p,p,p,p').

Plus

1 mark for appropriate 5-letter sequence (to be creditworthy this sequence should not make up a word or a recognisable abbreviation of a word, be a recognisable acronym or include multiple repetitions eg 'p,p,p,p,p', have any similarity to / connection with the 4-letter sequence (eg partial repetition, rhyme with).

Plus

1 mark each for any **two** valid justification points: eg

- words – have meaning – can be recalled as wholes.
- recognisable abbreviations – have meaning – can be recalled as wholes.
- acronyms – have meaning – can be recalled as whole.
- multiple repetitions – reduce cognitive demand.
- rhyming letters – reduce cognitive demand.

Do not accept the statement 'letters must be random' without further elaboration because random selection could, by chance, result in a word, acronym etc.

2

AO1 = 4

A = Unlimited

B = 18–30 seconds

C = Acoustic/phonetic/sound-based

D = Semantic

3

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 = 4

The focus of this answer must be on explaining difference. Candidates may base their explanation on the findings of one experiment such as Murdock (1962) which showed a primacy effect (LTM) and a recency effect (STM), or on a case study such as KF which showed impaired STM but unaffected LTM. Reference to evidence from brain scans would also be relevant, eg Squire (1992) found the hippocampus is active in LTM tasks and areas in the pre-frontal cortex are active during STM tasks.

Alternatively the explanation may relate to a specific feature of STM / LTM e.g. Peterson and Peterson supported the idea of limited duration in STM while Bahrick supported that of relatively permanent LTM. Other relevant features are capacity, encoding and forgetting. STM encoded acoustically and LTM encoded semantically. Baddeley found that lists of similar sounding words confused STM term memory and lists of semantically similar words confused long term memory.

Candidates who describe the findings of one study relating to the capacity of STM can access full marks by simply stating that the capacity of LTM is considered to be unlimited.

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AO2 Application of knowledge and understanding
<p>4 marks Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of how research findings support a difference. e.g. 1 or more detailed differences + evidence illustrating both parts. (The evidence can be from 1 study)</p>
<p>3 marks Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how research findings support a difference. e.g. 2 detailed differences (e.g. duration and capacity) or 1 detailed difference + evidence illustrating one part of the difference.</p>
<p>2 marks Basic explanation Explanation demonstrates basic knowledge of how research findings support a difference. e.g. Duration is 20 seconds in STM and unlimited in LTM.</p>
<p>1 marks Rudimentary explanation Explanation demonstrates rudimentary knowledge of how research findings support a difference. e.g. Capacity is smaller in STM than LTM.</p>
<p>0 marks No creditworthy material relating to an explanation of how research findings support a difference.</p>

4

AO1 = 2

Coding is the way in which information is stored / put into / processed into memory, eg acoustic, visual, semantic.

1 mark for a very brief explanation (eg how it's stored, or changing its form) or an example (eg acoustic coding).

2 marks for a brief explanation and an example as above, or for accurate elaboration, eg when information is changed into a form which can be stored.

5

AO2 = 2

The capacity of LTM is much larger than STM. (1 mark)

Unlimited capacity in LTM, 7 +/- 2 items in STM. (2 marks)

For full marks there must be accurate reference to the capacity of STM, but this may refer to chunks.

6**AO2 = 4**

Candidates are likely to identify capacity, duration and encoding as ways in which STM and LTM differ. Processes are acceptable eg putting information into the stores or keeping information in the stores. Any legitimate difference(s) in multi-store model should be credited.

For each difference:

1 mark for identifying the difference eg STM holds less than LTM or LTM lasts longer than STM.

2nd mark for accurate elaboration eg the capacity of STM is limited to 7 + / - 2 items whereas the capacity of LTM is unlimited or the duration of STM is up to 30 seconds whereas the duration of LTM is a lifetime.

0 marks for simply naming eg capacity, duration, encoding of STM or LTM but no difference.

7

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AO1 = 6

Atkinson and Shiffrin's (1968) multi-store model of memory (MSM) makes a distinction between the separate stores of sensory, short-term and long-term memory.

Likely features include:

- It is a structural model
- STM and LTM are unitary stores
- Information passes from store to store in a linear way
- Rehearsal is needed to pass information from STM to LTM
- Each store has its own characteristics in terms of encoding, capacity and duration
- Explanations for forgetting are different for each store.

Candidates may include a diagram. If this is accurately labeled and sufficiently detailed, this can potentially receive the full 6 marks.

<p>6 marks Accurate and reasonably detailed Accurate and reasonably detailed outline of the multi-store model of memory that demonstrates sound knowledge and understanding of both structure and processes.</p>
<p>5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate outline of the multi-store model of memory that demonstrates knowledge and understanding of structure and / or processes.</p>
<p>3 – 2 marks Basic Basic outline of the multi-store model of memory that correctly identifies the main structures and/or processes, but further detail may be muddled.</p>
<p>1 mark Very brief / flawed Very brief or flawed outline of the multi-store model demonstrating very little knowledge.</p>
<p>0 marks No creditworthy information.</p>

8

AO2 = 4

Candidates are most likely to focus on rehearsal. Answers could refer to the fact that mere rehearsal is too simple a process to account for the transfer of information from STM to LTM. Candidates might also point out that the type of information is important in whether it is recalled or not. For example, 1 mark for identifying rehearsal as a transfer mechanism and up to 3 further marks for explaining that even though students rehearse the information it doesn't transfer from STM to LTM as predicted by the model. However, information in the magazine is only presented once, but it does transfer to LTM, despite lack of rehearsal.

Alternative explanations related to the MSM would be acceptable. Explanations which don't relate to the MSM (eg shallow processing) or explanations related to a single individual (eg brain damage) would not.

Candidates who state a relevant criticism of the MSM, but who make no explicit reference to any part of the observation, should be restricted to a maximum of 2 marks.

9

(a) **AO2 = 2**

Digit span is normally considered to be 7+ / -2, so Peter's was much shorter.
1 mark for simply stating his digit span was shorter than normal.
Second mark for an explanation of the difference, eg Peter's digit span of two items was much shorter than the average span of around 7 items.

(b) **AO2 = 4**

The MSM suggests there are separate ST and LT stores. Peter's short-term memory was impaired, but his long-term memory was not. This supports the idea of separate ST and LT stores, because one was damaged but not the other.

One mark for some reference to separate ST and LT stores. Three further marks for elaboration of the explanation.

Alternatively, candidates could suggest the evidence goes against MSM. If memory has to pass through the ST store to reach the LT store, it is likely that damage to the ST store would impair the transfer. Candidates could legitimately refer to evidence both for and against the model.

(c) **AO3 = 4**

There are no ethical issues named in the specification, so any potentially relevant issues should be credited.

Likely ethical issues include informed consent, right to withdraw, confidentiality or respect. Candidates may point out that as the man has brain damage, his ability to give informed consent might be in doubt.

One mark for identification of a relevant ethical issue.

One mark for a brief mention of how the issue could be dealt with. Two further marks for elaboration.

For example: confidentiality (1 mark); keep the man's details private (1 mark); the psychologists should not use the man's name in published work, but could use his initials instead (2 further marks).

10

AO1 = 2

One mark for each correct answer.

Definition	Concept
The length of time the memory store holds information	A – Duration
Transforming incoming information into a form that can be stored in memory	C – Encoding

11**AO1 = 4**

It is likely that candidates will refer to the experiment by Peterson and Peterson (1959). They presented participants with a consonant trigram. Although Peterson and Peterson is the most likely study, answers need not refer to an identifiable study to receive credit. Rehearsal was prevented by asking them to count backwards in threes from a specified number. After intervals of 3, 6, 9, 12, 15 or 18 seconds participants were asked to stop counting and to repeat the trigram. The % of trigrams correctly recalled was recorded for each time interval.

Duration has also been investigated in a similar way using single words or sets of words. Research relating to word length effect in the phonological loop would be credit-worthy. Any acceptable way of investigating duration of STM should be credited.

1 mark for a brief answer, eg reference to trigrams in a duration study.

3 further marks for elaboration.

For full marks all three elements should be covered.

12**AO2 = 4**

According to the MSM rehearsal is needed to keep information in the STM or transfer it to LTM.

The conversation with his friend will prevent Jamie from rehearsing the phone number.

Reference to the limited capacity and duration of STM would also be relevant. Candidates may explain one of these in reasonable detail or refer to more than one more briefly.

1 mark for a very brief or muddled explanation eg He can't rehearse it.

Further marks for elaboration.

13

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(a) **AO3 = 2**

0 marks for a directional hypothesis.

1 mark if not operationalised, eg "Age affects memory." "There will be a difference between the two conditions."

2 marks for eg "There will be a difference in how many numbers are correctly recalled by children and adults." "Children and adults have different short-term memory spans." Or "The capacity of short-term memory is different for adults and children."

Candidates may write a hypothesis where the IV is how many numbers are in the list and the DV is the number of participants who can recall that digit span.

Eg As numbers in the list increase, recall changes. 1 mark.

As the number of random numbers in the list increases, the number of participants recalling the list correctly, changes. 2 marks.

(b) **AO3 = 2**

The experiment uses adults in one condition and children in the other so it would be impossible to use a repeated design unless the researchers waited for the children to grow into adults.

Given the nature of this experiment, demand characteristics and order effects are inappropriate.

1 mark for a brief explanation. A further mark for elaboration. Eg Can compare the two different groups to see who is better. 0 marks (because this relates to all experimental designs).

They needed to have different people in each condition. 1 mark.

They needed to have different people in each condition based on age. 2 marks.

They needed to have children in one group and adults in the other. 2 marks.

(c) **AO3 = 2**

Children 6

Adults 7

1 mark for each correct answer.

(d) **AO3 = 3**

The frequency distribution shows that there is a difference in results between the two age groups.

Adults recalled more digits than children. However, the difference is small and some children recalled more digits than some adults. Candidates might refer to the modal scores being different while the range is the same.

Any credit-worthy material should be credited.

1 mark for a very brief answer eg identifying there is a difference between adults and children and / or adults score more than children. Further marks for more detail as above.

(e) **AO2 = 2**

Other research has suggested the capacity of short-term memory is 7 ± 2 . The results do support this as the range is from 5-9.

1 mark for a brief or muddled explanation eg capacity is 5-9 / other research has similar findings.

2nd mark for elaboration as above.

Candidates will be credited for reference to research such as Jacobs which found STM increases with age. However, reference to such research is not a requirement.

14

AO1 = 3

A Sensory memory

B Long-term memory

C Rehearsal loop

1 mark for each correct answer.

15

Marks for this question: AO1 = 6, AO3 = 6

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

EXAM PAPERS PRACTICE

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Atkinson and Shiffrin's (1968) multi-store model of memory (MSM) makes a distinction between the separate stores of sensory, short-term and long-term memory.

Likely features include:

Structural nature.

SM STM and LTM are unitary stores.

Information passes from store to store in a linear way.

Rehearsal is needed to pass information from STM to LTM.

Each store has its own characteristics in terms of encoding, capacity and duration.

Explanations of forgetting are different for each store.

Limited credit for diagram only.

AO3

Evaluation of the MSM in terms of strengths and weaknesses.

Use of research in support of the distinction between STM and LTM; in terms of capacity, duration and encoding eg HM, Glanzer and Cunitz.

Likely weaknesses include an emphasis on rote rehearsal as a mechanism for transfer from STM to LTM although this is not a very effective means of transfer, and transfer often occurs with no rehearsal.

Candidates may also refer to case studies such as that of Clive Wearing who lost episodic but not procedural memory, suggesting there may be more than one type of LTM.

Comparison / contrast with alternative models of memory.

16

AO1 = 2

B Duration (short-term memory).

C Encoding (short-term memory).

1 mark for each correct answer.

17

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. Evidence is presented. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
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AO1

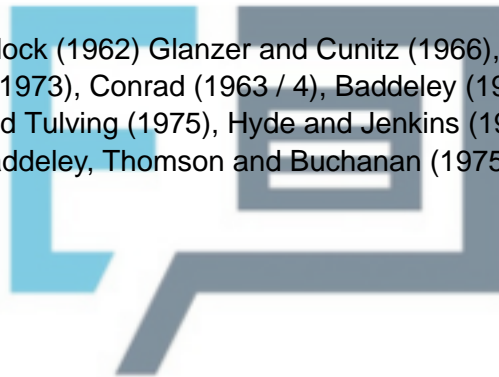
Marks for accurate description of the model including information about the characteristics (duration, capacity and coding) of each store; linear / information processing model; related types of forgetting; transfer from sensory to STM via attention; description of rehearsal loop. Some marks can be credited for the same information conveyed by an accurately labelled diagram if there is no other creditworthy information provided.

AO3

Marks for analysis which might include discussion of the issue of rehearsal as a requirement for transfer of information to LTM; criticisms of aspects of the model by comparison with other models, such as arguments that the STS and LTS are not unitary stores; explanation of primacy and recency effects in serial position studies; coding confusion in STM; discussion of the nature of deficits in case studies of neurological damage. Credit evaluation of the methodology of studies only when made relevant to the discussion of the model.

Credit use of evidence.

Likely studies include: Murdock (1962) Glanzer and Cunitz (1966), Peterson and Peterson (1959), Craik and Watkins (1973), Conrad (1963 / 4), Baddeley (1966), Milner et al (1978), Blakemore (1988), Craik and Tulving (1975), Hyde and Jenkins (1973), and Working Memory studies such as Baddeley, Thomson and Buchanan (1975), Hoosain and Salili (1988).



EXAM PAPERS PRACTICE

Marks for this question: AO1 = 6, AO3 = 10

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2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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Comparison / contrast with alternative models of memory.

19

[AO1 = 1]

B

20

[AO1 = 1]

A

21

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[AO1 = 2, AO2 = 1]

AO1

One mark each for:

An example of semantic memory – knowing that Paris is the capital of France or a hawk is a bird of prey.

An example of episodic memory – remembering a conversation we had yesterday or our 10th birthday party. Example must be personalised to get credit.

AO2

One mark for a distinction point. Likely points: semantic memories are general knowledge about the world, but episodic memories are memories of our personal experiences. Or, we may not recall when and where we learned / encoded our semantic memories but we do recall this for our episodic memories. Evidence suggests they are located in different areas of the brain.

22

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[AO1 = 2, AO2 = 1]

AO1

1 mark each for a descriptive point about procedural and semantic memory.

Procedural memory is a motor / action-based memory or a memory of how to do something.

Semantic memory is memory for facts / information about the world / knowledge memory / the meaning of words.

No credit for answers based on semantic processing.

Do not credit examples alone.

AO2

1 mark for a distinction point. Likely points: procedural is non-declarative / not easy to express in words and semantic is declarative / knowing how vs knowing that; procedural is more resistant to forgetting; semantic is conscious and procedural less conscious; stored in different parts of the brain.

Allow full credit for one distinction point that is fully elaborated or for more than one point with less detail about each.

Allow full credit for three valid distinction points.

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[AO1 = 2, AO2 = 1]

AO1

AO1 Award up to two marks for a definition of any two of the following:

- semantic – memory for facts / general knowledge;
- episodic – memory for (life) events / experiences;
- procedural – memory for (motor) skills / actions / knowing how to do things.

No credit for stand-alone examples.

AO2

Award one mark for a valid difference / distinction between the types of long- term memory chosen.

Possible answers: semantic / episodic – ‘knowing that’ / declarative memory; available for conscious inspection – procedural – ‘knowing how’ / non-declarative memory; often unavailable for conscious inspection.

Semantic – may not recall when we learned / encoded these memories
– episodic – stored with reference to time and place.

Credit distinctions based on the durability / resistance to forgetting of different types of memory; the fact that evidence suggests that these types of memory reside in different areas of the brain.

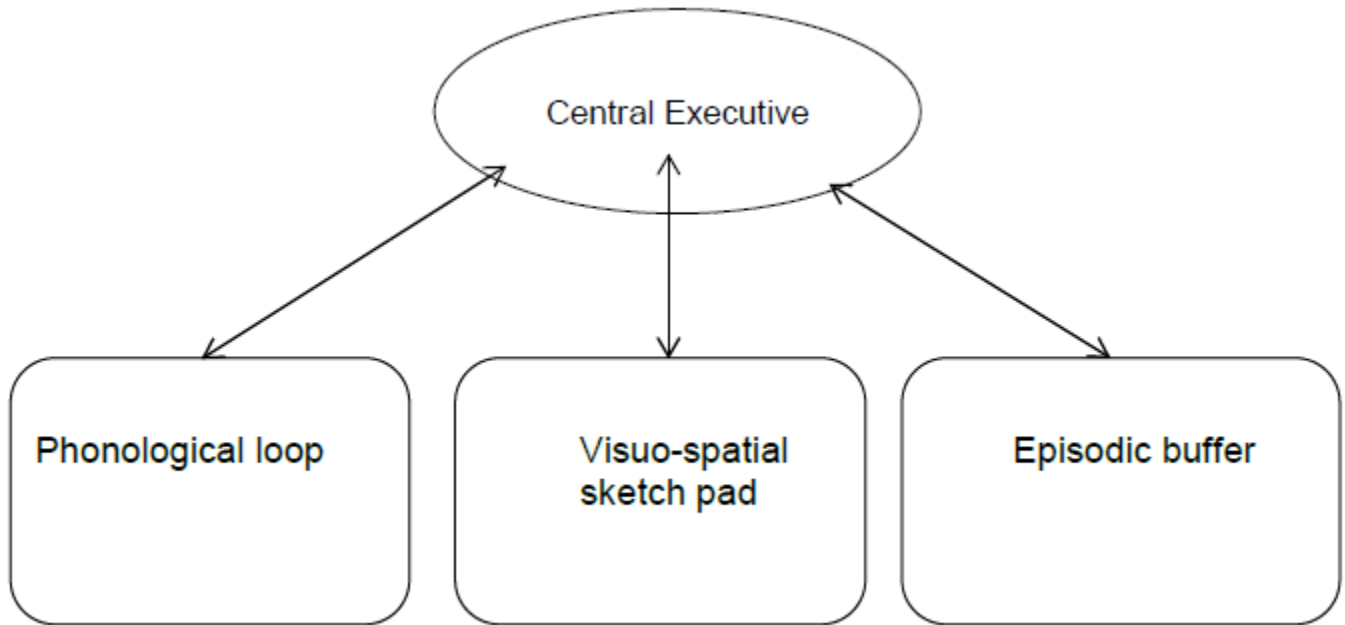
Credit other valid distinction points.

Note that the explanation of the difference must make reference to **both** types of memory.

24

A01 = 4

1 mark for naming each component correctly. The central executive will need to be in the correct position (top box) but the other three components can appear in any of the remaining boxes.



Accept also 'phonological store' and 'visuo-spatial scratchpad' as alternatives.

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Level	Marks	Description
4	13 – 16	Knowledge of components and functioning of model is accurate and generally well detailed. Evaluation is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of components of model is evident and there is some reference to function of model. There are occasional inaccuracies. Evaluation is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of some components of model is present. Focus is mainly on description. Any evaluation is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of model is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

AO1 Content:

- version of STM which sees this store as an active processor
- description of central executive and 'slave systems' – visuo-spatial scratch / sketch pad; phonological store / loop; articulatory loop / control process; primary acoustic store; episodic buffer (versions vary – not all of slave systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources / divided attention / dual-task performance.

AO3 Possible evaluation points:

- strengths include: explains how cognitive processes interact; memory is active rather than passive; provides explanation / treatments for processing deficits; highlights different memory tasks that STM can deal with by identifying separate components; explains results of dual task studies
- limitations include: vague, untestable nature of the central executive; supported by highly controlled lab studies which may undermine the validity of the model
- use of evidence to support or refute the model
- credit other relevant evaluative points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the model.

26**AO1 = 6**

The central executive has a supervisory function and controls the slave systems. It has limited capacity but can process information from any sensory modality.

The phonological loop is a limited capacity, temporary storage system for holding verbal information in a speech based form.

The visuo-spatial sketchpad is a limited capacity, temporary memory system for holding visual and spatial information.

In each case 1 mark for a brief answer eg the visuo-spatial sketchpad holds visual and spatial information. 2nd mark for accurate elaboration or an example of how it might be used.

Within each component award a maximum of 1 mark for simply naming 1 or more parts eg phonological store (inner ear), articulatory process (inner voice) in the phonological loop, or inner scribe, visual cache in the visuo-spatial sketchpad.

27**AO1 = 2**

C and D are features of the WMM. A and B are not.

1 mark for each correct answer. If more than 2 boxes are ticked, 0 marks.

28

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AO2 = 4

Candidates may refer to the original 1974 version of the model, later additions, or may include the episodic buffer which was added in 2000.

Likely strengths include research support such as dual task studies and physiological evidence from brain scans. Candidates may offer a comparison with the MSM and suggest WMM gives a better account of STM.

Likely weaknesses include the fact that little is known about how the central executive works or evidence from brain studies suggesting the central executive is not unitary. Simply stating the model does not explain LTM is not credit-worthy as a weakness. However, stating that the link between WM and LTM is not fully explained is legitimate.

Credit any acceptable strength and weakness.

For each strength and weakness, 1 mark for identification. A further mark for accurate elaboration.

For example, there is evidence from dual task studies to support the model (1 mark). It is easier to do two tasks at the same time if they use different processing systems (verbal and visual) than if they use the same slave system (2 marks).

29

(a) [AO2 = 2]

1 mark for naming the mean.

Plus

1 mark for justification: the mean is the most sensitive method as it takes all the scores in each data set into account OR there are no anomalous results / outliers / freak scores in either set of scores, so the mean will not be distorted.

(b) [AO2 = 4]

Full credit can be awarded for answers based on the mean or the median.
A maximum of **2 marks** can be awarded for answers based on the mode.

Using the Mean

- **For 4 marks**, the **mean** is accurately calculated for both conditions (Group A = 5.6, Group B = 12.5) and calculations are included for both groups, ie totals in both conditions divided by 10 (number of scores).
- **For 3 marks**, there are two correct means and one set of calculations or vice versa.
- **For 2 marks**, there are two correct means and no calculations, **OR** one correct mean with calculations **OR** two sets of calculations but no correct mean.
- **For 1 mark**, there is one correct mean or one set of calculations.

Using the Median

- **For 4 marks**, answers for each condition are correct (Group A = 5.5, Group B = 12.5) and for each condition scores are arranged in ascending order with middle values indicated.
- **For 3 marks**, there is one correct median and two sets of scores correctly arranged as calculations, or vice versa.
- **For 2 marks**, there are two correct medians and no calculations, or one correct median and one set of scores correctly arranged as calculations.
- **For 1 mark**, there is one correct median or one set of scores correctly arranged as calculations.

Using the Mode

- **For 2 marks**, there are correct modes for each group (Group A = 4, Group B = 11 and 14).
- **For 1 mark**, there is one correct mode.

(c) [AO2 = 2]

1 mark for stating that this is due to retroactive interference.

Plus

1 mark for either of the following explanation / elaboration points:

- because the material is similar in both conditions
- new / recently learnt / acquired information has disrupted / interfered with / affected the recall of old / previously learnt / acquired information
- response competition has occurred.

30

AO1 = 6, AO2 = 2 and AO3 = 4

Level	Marks	Description
4	10 – 12	Knowledge of two explanations for forgetting is accurate and generally well detailed. Discussion is mostly effective. Application to the stem is appropriate, with clear links between the explanations and the stem content. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking.
3	7 – 9	Knowledge of two explanations for forgetting is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to explanations are limited / absent. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places.
2	4 – 6	Knowledge of two explanations is present. Focus is mainly on description. Any discussion is of limited effectiveness. Any application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one explanation answered at Level 3 or 4.
1	1 – 3	Knowledge of explanation(s) is (are) limited. Discussion / application is very limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one explanation answered at Level 2.
	0	No relevant content.

Possible content:

- Interference is an explanation for forgetting – two sets of information become confused.
- Proactive interference is where old learning prevents recall of more recent information.
- Retroactive interference is where new learning prevents recall of previously learned information.
- Retrieval failure is where information is available but cannot be recalled because of the absence of appropriate cues.
- Types of cues that have been studied by psychologists include context, state and organisation.
- Cues improve recall if recall is in same context as learning, if the person is in same bodily state as when material was learned, if the organisation gives a structure which provides triggers, eg categories.

Application:

- French and Spanish are similar types of material which makes interference more likely.
- Recalling French word for 'chair' is proactive interference.
- Martin's mum gives him cues (first letter) which can then be used for him to access the material he has failed to retrieve.

Possible discussion:

- Use of evidence to support or contradict explanations.
- Credit evaluation of evidence where used to discuss explanations.
- Question of whether interference involves over-writing of other information.
- Role of similarity in interference and response competition.
- Issue of accessibility versus availability.
- Semantic memory more resistant to interference than other types of memory.
- General implications for revision and other situations.
- Relevant links to memory theory: eg stage at which interference might occur in the multi-store model.

Credit other relevant information.

31

(a) **AO2 = 4**

The visuo-spatial scratchpad (sketchpad) stores / manipulates visual and spatial information and will be active when the person is doing a visual task. The phonological loop, comprising the phonological store (inner ear) and articulatory control system (inner voice) will be active during a verbal task.

1 mark for accurate identification of at least two components, eg central executive, visuo-spatial sketchpad / scratchpad and phonological loop (or a sub-component). Credit an accurate diagram.

1 mark for a very brief or muddled explanation.

Up to 2 further marks for an accurate explanation.

(b) **AO2 = 2**

Likely examples for a verbal task include learning / repeating words, speaking and reading. Visual tasks include forming an image of something and answering questions about it or mentally counting the windows of a house, watching DVD, reading.

Credit any acceptable tasks which are clearly verbal or visual.

To be appropriate in this context, the verbal and visual tasks must be different. However, some tasks, eg reading, could be verbal or visual.

32

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

AO2 = 2

Likely limitations include: little is known about how the central executive works; evidence from brain studies suggesting the central executive is not unitary; it fails to account for musical memory because we are able to listen to instrumental music without impairing performance on other acoustic tasks.

Simply stating the model does not explain LTM is not credit-worthy. However stating the link between WM and LTM is not fully explained is legitimate.

Stating the model is too simple (with no accurate elaboration) is not credit-worthy.

1 mark for identification eg the central executive is too simplistic. A further mark for accurate elaboration.

EXAM PAPERS PRACTICE

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any Discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

EXAM PAPERS PRACTICE

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Candidates may describe the original 1974 version of the model or include later additions such as the episodic buffer which was added in 2000.

The working memory model replaced the idea of a unitary STM. It suggests a system involving active processing and short-term storage of information.

Key features include the central executive, the phonological loop (consisting of two components, the phonological store and the articulatory control process), and the visuospatial sketch pad or scratchpad.

Candidates should refer to components and processes.

Candidates may be credited for a diagram but description of the mechanisms involved should also be present.

AO3

Candidates are likely to evaluate the WMM in terms of its strengths and weaknesses.

Likely strengths include use of research support such as dual task studies and physiological evidence from brain scans. Candidates may offer a comparison with the MSM and suggest WMM gives a better account of STM.

Likely weaknesses include the fact that little is known about how the central executive works or evidence from brain studies suggesting the central executive is not unitary. Stating that WM focuses too much on STM and not on LTM is not creditworthy, although suggesting it isn't a complete model of memory could be.

Genuine comparison / contrast with alternative models of memory is creditworthy, but description eg of MSM is not.

34

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Candidates may describe the original 1974 version of the model or include later additions such as the episodic buffer.

The working memory model replaced the idea of a unitary STM. It suggests a system involving active processing and short-term storage of information.

Key features include the central executive, the phonological loop (consisting of two components, the phonological store and the articulatory control process), and the visuo-spatial sketch pad.

For 4 marks candidates should refer to components and the relationship between them eg central executive as a control system of slaves.

Candidates may include a diagram. If this is accurately labelled and sufficiently detailed, this can potentially receive the full 4 marks.

AO1 Knowledge of the working memory model
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the model.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of the model.
2 marks Basic Basic answer that demonstrates some relevant knowledge of the model, but lacks detail and may be muddled.
1 mark Very brief / flawed Very brief or flawed answer demonstrating very little knowledge of the model eg simply naming one or more components.
0 marks No creditworthy material

35

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

[AO1 = 1, AO2 = 2]

AO1

One mark for one strength of the working memory model. Likely points: the model helps to explain how cognitive processes interact / memory is an active rather than passive process / it provides explanation and possible treatment programmes for people with processing deficits / it highlights the different memory tasks that STM can deal with by identifying separate components. Can explain the results of dual task studies.

AO2

Up to 2 marks for an explanation of how / why the issue chosen is a strength. Credit comparison with other models.

Credit use of evidence as part of the explanation.

36

[AO1 = 2, AO2= 2]

AO1

Award up to two marks for relevant knowledge of the working memory model. Credit knowledge / identification of each store / sub-systems (not episodic buffer); the idea that two tasks using separate stores can be performed simultaneously; performing two tasks that involve the same store impairs performance.

Credit reference to limited capacity.

Credit reference to the allocation of tasks by the central executive.

Students may gain both marks by referring to specific stores or more general, relevant features of the model.

AO2

Up to two marks for application to the scenario.

For full credit answers must refer to both sets of tasks.

Possible answer: Claire is able to search for photos and listen to music as these tasks involve different sub-systems in working memory (1) – the visuo-spatial sketch / scratch pad and the articulatory / phonological loop / store / primary acoustic store (1). Claire finds it difficult to read her e-mails and talk on the phone as these tasks involve the same store (1) – the articulatory / phonological loop / store / primary acoustic store (1).

37**[AO1 = 2]**

Up to 2 marks for a description of the procedure / method. Typically a full answer will include the two conditions of the study.

Possible answers:

In one study, participants in Condition 1 were asked to memorise a series of letters while participants in Condition 2 were asked to rehearse the sounds of the letters in their heads. All the participants had their blood flow in their brains measured by PET scan while doing the tasks.

In a study, participants in one condition were asked to play a computer game using a joystick while carrying out a visuospatial distracter task. In the other condition participants played the same game but they had to carry out a verbal memory distracter task.

38**[AO1 = 2]**

Up to 2 marks for an outline of two features of the working memory model.

Central executive – oversees the activity of the subsystems, an attentional system, retrieves information from LTM.

Articulatory loop / articulatory control process / articulatory rehearsal process – is a verbal rehearsal system / inner voice.

Primary acoustic store / phonological store – is a sound-based system / inner ear. (these may be subsumed under Phonological loop – the sound system)

Visuospatial scratch / sketch pad – where visual and spatial information is imaged and manipulated / inner eye.

Episodic buffer – where information from each subsystem can inter-connect.

Allow broader features of the model including parallel processing, limited capacity, active processing in STM.

Maximum of 1 mark for only naming two components.

39

EXAM PAPERS PRACTICE
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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Candidates may describe the original 1974 version of the model or include later additions such as the episodic buffer which was added in 2000.

The working memory model replaced the idea of a unitary STM. It suggests a system involving active processing and short-term storage of information.

Key features include the central executive, the phonological loop (consisting of two components, the phonological store and the articulatory control process), and the visuo-spatial sketch pad.

For 4 marks candidates should refer to components and the relationship between them.

Candidates may include a diagram. If this is accurately labelled and sufficiently detailed, this can potentially receive the full 4 marks.

AO1 Knowledge of the working memory model
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the model. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge of the model. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge of the model, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge of the model. Selection of material is largely inappropriate.
0 marks No creditworthy material.

40

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

AO2 = 4

Likely strengths include research support such as dual task studies and physiological evidence from brain scans. Candidates may offer a comparison with the MSM and suggest WMM gives a better account of STM. Strengths may include practical applications of the model eg the phonological loop plays a key role in the development of reading, and working memory capacity might be used as a measure of suitability for certain jobs.

Likely limitations include the fact that little is known about how the central executive works or evidence from brain studies suggesting the central executive is not unitary. The model doesn't account for musical memory because participants can listen to instrumental music without impairing performance on other acoustic tasks.

Simply stating that the model does not explain LTM is not credit-worthy as a limitation. However, stating that the link between WM and LTM is not fully explained is legitimate.

Credit any acceptable strength and limitation.

For each strength and limitation, 1 mark for identification. A further mark for accurate elaboration.

For example (strength), there is evidence from dual task studies to support the model (1 mark). It is easier to do two tasks at the same time if they use different processing systems (verbal and visual) than if they use the same slave system (2 marks).

For example (limitation), the central executive is too simple / vague (1 mark). The central executive is an important / vital part of the model but its exact role is unclear (2 marks).

41

AO2 = 4

Level	Marks	Description
2	3 – 4	Knowledge of relevant features of the working memory model is clear and accurate. The application of these to the scenario is effective. At the top of the band there must be reference to both characters in the stem. Specialist terminology is used effectively.
1	1 – 2	Knowledge of relevant features of the working memory model lacks clarity/accuracy/detail. Application may be limited or absent. Specialist terminology is not always used effectively.
	0	No relevant content.

Possible content:

- Reference to attentional capacity/capacity of the central executive – because driving is an ‘automated’ task for Bryan, it makes fewer attentional demands on his central executive so he is free to perform other tasks (such as talking or listening to music); this is not the case for Bob who requires all of his attentional capacity for driving.
- Credit reference to Bob’s inability to dual-task and to divide resources effectively between components of working memory.
- Credit the idea that Bryan is able to divide resources between his visuo-spatial scratch / sketch pad (driving) and articulatory control process / articulatory / phonological loop / primary acoustic store (talking and listening to music) and thus to dual-task.

Accept other valid applications of the model.

42**AO2 = 3**

Participants would find it hard to do two visual tasks at the same time because they would be competing for the same limited resources of the visuo-spatial sketchpad. However, a visual task and a verbal task would use different components.

1 mark for a very brief or slightly muddled explanation eg both visual tasks use the visuo-spatial sketchpad. Further marks for accurate elaboration. For full marks students must refer to both conditions.

43

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **[AO3 = 1]**

One mark for the independent variable.

Likely answers: the context of recall / whether participants recalled the words in the same room or a different room / the classroom or the school hall.

Reference to both conditions might be implicit rather than clearly stated.

(b) **[AO3 = 1, AO2 = 2]**

AO3

Award one mark for stating the likely outcome.

Likely answers: Participants who learned and recalled in the same context are likely to recall more words than those who learned and recalled in different contexts / there will be a higher mean number of words recalled in Condition 1 than Condition 2.

Accept alternative wording.

AO2

Award up to two marks for explanation of the likely outcome based on knowledge of retrieval failure as an explanation for forgetting. Credit reference to environmental cues / context triggering recall; the absence of cues / context in Condition 2.

For two AO2 marks there must be some reference to condition two's participants failing to retrieve / recall information.

Credit use of evidence and / or use of an example as part of the discussion.

(c) [AO3 = 2]

Award up to two marks for an explanation of how random allocation to one of the two conditions might have been carried out. Two marks for a full explanation, one mark for a brief / vague answer.

Possible answer: All participants' names / numbers are placed into a hat / lottery system / computer (1) the first name drawn is assigned to condition one, the next to condition two / the first twenty are allocated to condition one, the second twenty to condition two (1).

(d) [AO3 = 2]

Award up to two marks for an explanation of how participants could be matched and then allocated to the two conditions for a matched pairs design.

Possible answer: Participants are paired on some relevant variable (eg memory ability, IQ, age, etc.), (1) and then one from each pair is allocated to each condition (1).

Answers based on the use of identical twins can get full marks as long as there is some reference to the idea that twins are likely to have a similar level of recall.

44

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Two techniques are clearly identified and outlined. Minor detail of outline is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology.
1	1 – 2	Two techniques are identified. The outline lacks detail / accuracy. The answer as a whole lacks clarity. Specialist terminology is either absent or inappropriately used. OR one technique at Level 2.
	0	No relevant content.

Possible content:

- reinstating the context – interviewee mentally reinstates the environmental and personal context of the incident, eg sights, sounds, weather etc
- report everything – interviewer encourages the reporting of every single detail of the event, even though it may seem irrelevant
- changing order – interviewer tries alternative ways through the timeline of the incident
- changing perspective – interviewee recalls from different perspectives, eg how it would have appeared to other witnesses.

Credit other relevant cognitive interview techniques.

45

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
 - AO2 application (of psychological knowledge)
 - AO3 evaluation, analysis, interpretation.
- (a) Up to 2 marks for knowledge of interference as an explanation of forgetting. Likely points: the theory suggests that forgetting is a result of disruption / confusion of one memory by other information (1); more likely to occur when memories are similar (1). There are two types – **retroactive** where recent information learned disrupts recall of previously stored information (1) and **proactive** where what we have already stored disrupts current learning (1). Credit explanation if embedded within an example. One mark for naming two types only. Credit other valid points.

(b) **[AO1 = 2]**

Up to 2 marks for a description of the procedure / method of a relevant study. This must include detail of the conditions / variables / task.

Likely studies: Schmidt et al 2000 (street names and house moves) Baddeley & Hitch 1977 (rugby players, injury and number of teams played), Keppel and Underwood 1962 (trigrams), Jenkins and Dallenbach 1924 (recall after period of being awake / asleep).

(c) **[AO1 = 1, AO2 =2]**

AO1

1 mark for a limitation of the interference theory of forgetting. Likely answers: many of the studies on which the theory is based are laboratory based. Difficulty of distinguishing effects of interference from other forms of forgetting. Unsure of the mechanisms involved in interference / how and why it occurs.

AO2

Up to 2 marks for discussion of the limitation identified.

Possible answer: studies that support interference tend to laboratory based (1) where participants are required to learn similar material in a very short time-frame (1) making it more likely that interference will occur (1).

46

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Note – There is a breadth / depth trade off here. Accurate answers which describe 1 technique in detail can be awarded full marks, as can answers which outline 4 techniques.

The main techniques used in a cognitive interview are:–

Context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions, and the individual’s emotional state including their feelings at the time of the incident.

Recall from a changed perspective – trying to mentally recreate the situation from different points of view e.g. describing what another witness present at the scene would have seen.

Recall in reverse order – the witness is asked to describe the scene in a different chronological order e.g. from the end to the beginning.

Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem unimportant.

The main additional features of the enhanced cognitive interview are:–

Encourage the witness to relax and speak slowly.

Offer comments to help clarify witness statements.

Adapt questions to suit the understanding of individual witnesses.

AO1 Knowledge of the cognitive interview
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the cognitive interview.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of the cognitive interview.
2 marks Basic Basic answer that demonstrates some relevant knowledge of the cognitive interview, but lacks detail and may be muddled.
1 mark Very brief / flawed Very brief or flawed answer demonstrating very little knowledge of the cognitive interview.
0 marks No creditworthy material.

Level	Marks	Description
4	13 – 16	Knowledge of research into two or more factors is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between factors and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of research into two or more factors is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the factors are not always well explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of research into at least two factors is present but is vague/inaccurate or research into one factor only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of research into factor(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

AO1 Content

Knowledge of research into two or more factors affecting the accuracy of eyewitness testimony (usually those named in the specification and implied in the stem)

Misleading information, including leading questions:

- Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted).
- Loftus and Palmer: "Did you see any broken glass?"
- Loftus et al (1978) study using a red Datsun and Stop or Yield signs.
- Research relating to age in relation to misleading information could also be relevant: e.g. Warren et al (2005) found adults less likely to be influenced by leading questions than children.
- Credit other relevant research/theory: e.g. post-event contamination; confabulation; reconstructive memory/the formation of schemas; confabulation.

Anxiety:

- Loftus's (1979) weapon focus experiment found that more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood.
- Loftus and Burns (1982) found that participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident.
- Peters (1988) found that participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection.
- Yuille and Cutshall (1986) found that witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later.
- Christianson and Hubinette (1993) found that victims of genuine bank robberies were more accurate in their recall than bystanders.
- Credit other relevant research/theory: e.g. the Yerkes-Dodson law of arousal.

Post-event discussion:

- Source monitoring theory; effects of conformity; Bodner et al (2009) – the effects of post-event discussion can be reduced if witnesses are warned of its effects.

AO2 Application points

- Links to leading questions – 'Did you see the knife?' (as opposed to a knife); question from officer is leading the witness who was not sure that there was a knife in the first place.
- Links to anxiety – witness claims that she was 'so scared' when the incident took place; this may inhibit or enhance her memory depending upon how severe the fear was.
- Links to post-event discussion – 'my friends and I have talked about what happened so many times since that I'm almost not sure what I did see'.

AO3 Discussion points

Will depend on research chosen but might include:

- Issue of validity in laboratory studies or lack of control in real-life situations.
- Methodological issues, including sampling, replication and corroboration with other studies.
- Ethical issues.
- Practical applications/implications of the research: e.g. development of cognitive interview.

Credit other relevant evaluation points.

48

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 2**

A field experiment takes place in the real world rather than in a carefully controlled environment.

The IV is manipulated by the experimenter.

One mark for reference to the environment, real world, naturally occurring, etc.

One mark for reference to manipulating / changing an independent variable.

Candidates who simply restate the words – an experiment carried out in a field – should receive no credit.

(b) **AO3 = 2**

One weakness of using a field experiment is lack of control of variables. In this case, the participants would be different distances from the staged argument.

It would be difficult to replicate the experiment precisely. Sampling difficulties.

One mark for brief identification of a relevant weakness.

Second mark for some elaboration.

(c) **AO2 = 2**

This is an example of misleading information, because neither man was wearing glasses. The psychologist could see whether participants' description of the event was influenced by the question about the man in glasses.

One mark for identification of misleading information or a leading question / trick question.

Second mark for some elaboration.

For example: it was a leading question (1 mark); the psychologist wanted to see whether including misleading information would affect the participant's memory of the event (2 marks).

49

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- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 6

Candidates must discuss research where the anxiety component is clear.

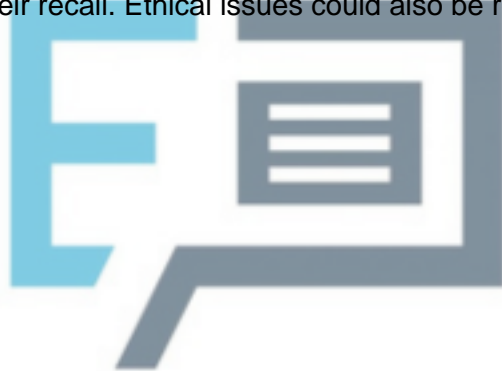
Candidates might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety.

In Loftus's (1979) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%). Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident.

However, in a real life study Yuille and Cutshall (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

AO2 = 6

Evaluation might relate to the contradictory nature of the research, possibly linked to lack of ecological validity in laboratory studies. Problems of control might also be relevant, eg in Yuille & Cutshall's study those who experienced the highest levels of stress were closer to the event, which might have helped their recall. Ethical issues could also be relevant as could the practical applications of research.



EXAM PAPERS PRACTICE

AO1 Knowledge and understanding	AO2 Analysis and evaluation
5 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more physiological methods of stress management. There is appropriate selection of material to address the question.	5 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. A coherent answer
4-3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	4-3 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. A reasonably coherent answer.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Answer lacks some coherence.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Answer is not coherent.
0 marks No creditworthy material.	0 marks No creditworthy material.

50

AO1 = 6

The main techniques used in the cognitive interview are summarised below.

Context reinstatement – trying to mentally *recreate* an image of the situation, including details of the environment, such as the weather conditions and the individual’s emotional state including their feelings at the time of the incident.

Recall from changed perspective – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen.

Recall in reverse order – the witness is asked to recall the scene in a different chronological order eg from the end to the beginning.

Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant.

Other techniques, including those used in enhanced cognitive interviews, should be credited. In both cases, 1 mark for identifying an appropriate technique and 2 further marks for accurate elaboration.

51

AO3 = 3

Candidates are likely to refer to the fact that in real life settings research has high validity because the findings can be generalised to other similar situations. It is therefore more likely to be relevant eg to eyewitness testimony in court cases. There are often real consequences / emotional impact in real life which do not occur in laboratory investigations.

In a laboratory participants may show demand characteristics because they know they are in an experiment. This is less likely in real world settings.

Answers which refer to advantages of laboratory research or disadvantages of real world research are not relevant and should not receive credit.

1 mark for a brief explanation eg higher ecological validity.

Further marks for some elaboration as above.

52

AO2 = 4

The answer should clearly relate to one or more of the main techniques used in a cognitive interview (other than report everything):

Context reinstatement.

Recall from a changed perspective.

Recall in reverse order.

And / or the main additional features of the enhanced cognitive interview:

Encourage to relax and speak slowly.

Offer comments to help clarify their statements.

Adapt questions to suit the understanding of individual witnesses.

1 mark for simple identification of a relevant cognitive technique, or a very brief suggestion eg “tell me what you saw in reverse order.”

2 marks for naming two or more relevant techniques or for a very brief outline of how one technique could be used eg “tell me what you saw in reverse order, starting with when the man was stabbed. A maximum of 2 marks can be awarded if there is no reference to details in the passage.

Further marks for accurate elaboration including reference to details in the passage.

Candidates who refer to only one technique should include more detail than those who refer to more than one.

53

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO2 = 4**

The main techniques used in the cognitive interview are summarised below.

Context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions and the individual's emotional state including their feelings at the time of the incident.

Recall from changed perspective – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen.

Recall in reverse order – the witness is asked to recall the scene in a different chronological order eg from the end to the beginning.

Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant.

1 mark for naming one relevant technique.

2 marks for naming two or more relevant techniques or for a very brief outline of how one technique could be used.

Further marks for elaboration. Candidates who refer to only one technique should include more detail than those who refer to more than one.

3 or 4 marks can be awarded if the outline could relate to this event.

(b) **AO2 = 6**

Candidates must refer to research where the anxiety component is clear.

Candidates might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety. In this case friends and relatives might show worse recall than other people in the crowd.

Laboratory based research has generally shown impaired recall in high anxiety conditions. In Loftus's (1979) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%).

Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident.

However, in a real life study Yuille and Cutshell (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

There is a range of acceptable answers to this question and marks should be given for effective use of the material.

Answers which do not make explicit reference to this event should be awarded a maximum of 4 marks.

<p>6 marks Effective explanation Accurate and reasonably detailed explanation of how anxiety might affect eye-witness testimony of this event that demonstrates sound knowledge and understanding of relevant research.</p>
<p>5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation of how anxiety might affect eye-witness testimony of this event that demonstrates knowledge and understanding of relevant research.</p>
<p>3 – 2 marks Basic Basic explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates some knowledge of relevant research but detail may be muddled.</p>
<p>1 mark Very brief/flawed Very brief or flawed explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates very little knowledge of relevant research.</p>
<p>0 marks No creditworthy information.</p>

54

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Candidates must select a study which clearly relates to both anxiety and eyewitness testimony. For full marks there must be some reference to what was done and what was found.

In Loftus's (1979) weapon focus experiment more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood. Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident. Peters (1988) found participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection. However, in a real life study Yuille and Cutshall (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

<p>4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is appropriate selection of material to address the question.</p>
<p>3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is some evidence of selection of material to address the question.</p>
<p>2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>
<p>1 mark Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of one study into the effect of anxiety on eyewitness testimony. Selection of material is largely inappropriate.</p>
<p>0 marks No creditworthy material.</p>

55

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(a) **AO2 = 2**

This is an example of misleading information because the word “youth” suggests the man was young.

1 mark for a brief or muddled answer eg identifying the use of the word “youth” or “it refers to age”.

2 marks for some accurate elaboration eg the answer clearly states that the man was young or a youth or suggests that his age may influence the answer.

Credit answers which state that the information is misleading because the question suggests there was a youth in the picture, when in fact there was only a man and a woman.

(b) **AO3 = 1 mark + 3**

1 mark for independent (groups, measures, participants or subjects or between subjects or participants) design or unrelated design. 0 marks for individual.

1 mark for matched (groups, measures, participants, subjects).

A repeated measures design could not be used because participants would take part in both conditions. This would be inappropriate because their answer to one question would affect their answer to the other question. Candidates may point out this would make it easy to work out the aim of the experiment and so could lead to demand characteristics.

1 mark for a very brief / muddled answer eg "they couldn't answer both questions." "It could lead to demand characteristics."

Further marks for accurate detail. "It could lead to demand characteristics because they would know what the experiment was about." 2 marks

"Participants couldn't take part in both conditions because their answer to one question would affect their answer to the other question." 3 marks

(c) **AO3 = 4**

In this experiment it could be used to check how long the participant should be given to look at the picture so that the timing could be changed if it was too long or too short. It could check the participants understand the questions asked and what they are required to do. It could also be used to ask a few participants about their experience of taking part.

Credit any appropriate answer which could apply to this investigation. No marks are awarded for a definition of a pilot study. Explanations which do not relate to this investigation maximum 2 marks.



EXAM PAPERS PRACTICE

AO3 Application of knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound understanding of why a pilot study would be appropriate in this study.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates sound understanding of why a pilot study would be appropriate in this study.
2 marks Basic Basic answer that demonstrates some understanding of why a pilot study would be appropriate in this study, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of why a pilot study would be appropriate in this study.
0 marks No creditworthy material.

(d) **AO3 = 4**

One strength of using photographs in the investigation would be control of variables eg the same pictures could be shown for the same amount of time. Candidates may refer to a limitation of the live conversation.

One limitation is lack of validity. The findings cannot be generalised to real life situations where other factors such as changing facial expressions and gestures could be relevant.

For each strength and limitation 1 mark for stating a strength / limitation. 2nd mark for accurate elaboration.

(e) **AO1 = 6**

Candidates must select a research study (studies) which relates to misleading information / leading questions, so research into weapon focus should not be credited.

Candidates are likely to refer to Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted.) Other relevant research would be Loftus and Palmer asking participants "Did you see any broken glass?" and Loftus et al's (1978) study using a red Datsun and Stop or Yield signs.

Research into anxiety and EWT is not relevant unless the candidate refers to misleading information such as Yuille and Cutshall where the witnesses to a real-life shooting appeared resistant to misleading information.

Research relating to age could also be relevant. Eg Warren et al (2005) found children were more likely to be influenced by misleading information than adults.

Credit any relevant research.

Examiners are reminded that there is a depth / breadth trade-off.

AO1 Knowledge and understanding

6 marks Accurate and reasonably detailed

Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the procedures and findings of one or more relevant research studies.

5 – 4 marks Less detailed but generally accurate

Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of the procedures and findings of one or more relevant research studies.

3 – 2 marks Basic

Basic answer that demonstrates some relevant knowledge and understanding of the procedures and findings of one or more relevant research studies but lacks detail and may be muddled.

1 mark Very brief/flawed

Very brief or flawed answer demonstrating very little knowledge of the procedures and findings of one or more relevant research studies.

0 marks

No creditworthy material.



EXAM PAPERS PRACTICE

Marks for this question: AO1 = 6, AO3 = 6

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. Evidence is presented. There are occasional inaccuracies. There is some effective Discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

EXAM PAPERS PRACTICE

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Most answers will focus on the cognitive interview technique but any method / technique with a psychological basis should be credited (eg avoiding leading questions). Likely content: the original cognitive interview – 4 features: restore context; recall everything even trivial detail; recall in reverse order; recall from another perspective. Credit also features of the enhanced cognitive interview eg relax, speak slowly. Likely evidence: Geiselman (1985).

AO3

How / why recall is enhanced: eg role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful. Limitations: eg usefulness of the cognitive interview with children; less useful when there is increased time between event and recall.

Relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail.

Use of relevant evidence to support / refute argument.



Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any Discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

EXAM PAPERS PRACTICE

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list

AO1

Most answers will focus on the cognitive interview technique but any method / technique with a psychological basis should be credited (eg avoiding leading questions). Likely content: the original cognitive interview – 4 features: restore context; recall everything even trivial detail; recall in reverse order; recall from another perspective. Credit also features of the enhanced cognitive interview eg relax, speak slowly. Likely evidence: Geiselman (1985).

AO3

How / why recall is enhanced: eg role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful. Limitations: eg usefulness of the cognitive interview with children; less useful when there is increased time between event and recall.

Relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail.

Use of relevant evidence to support / refute argument.

58

[AO1 = 4 and AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of research into effects of leading questions is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on the accuracy of eyewitness testimony. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of research into effects of leading questions is evident and there is some focus on accuracy of eyewitness testimony. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of research into effects of leading questions is present although links to accuracy of eyewitness testimony are limited. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of research into effects of leading questions is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Loftus and Palmer's (1974) study changing verb in critical question was changed (smashed, collided, bumped, hit or contacted)
- Loftus and Palmer "Did you see any broken glass?"
- Loftus et al's (1978) study using a red Datsun and Stop or Yield signs
- research into anxiety and EWT is not relevant without reference to leading questions, eg Yuille and Cutshall study of a real-life shooting and resistance to leading questions
- research into age of witness and misleading information may be relevant, eg Warren et al (2005) found children more likely to be influenced by leading questions than adults
- credit any other relevant research, studies and / or theories, eg post-event contamination; confabulation; reconstructive memory.

Possible evaluation points:

Will depend on research chosen but might include:

- question of validity in laboratory studies or lack of control in real-life situations
- methodological issues including sampling, replication and corroboration with other studies
- ethical issues
- practical applications / implications of the research.

Credit other relevant evaluation points.

59

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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

AO2 = 4

Students must select research which relates to misleading information, so research into weapon focus should not be credited.

Students are likely to refer to Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted.) Other relevant research would be Loftus and Palmer asking participants "Did you see any broken glass?" and Loftus et al's (1978) study using a red Datsun and Stop or Yield signs.

Research into anxiety and EWT is not relevant unless the student refers to leading questions such as Yuille and Cutshall where the witnesses to a real-life shooting appeared resistant to leading questions.

Research relating to age in relation to misleading information could also be relevant. Eg Warren et al (2005) found children were more likely to be influenced by leading questions than adults.

Credit any relevant research, studies and / or theories.

Evaluation might refer to lack of ecological validity in laboratory studies or lack of control in real life situations. Other methodological issues including sampling, possible replication and corroboration with other studies could be included. Ethical issues could be relevant as could practical applications of the research.

Examiners are reminded this is an 8 mark question. Students can focus on one study in reasonable detail or more than one study in less detail.



EXAM PAPERS PRACTICE

AO1 Knowledge and understanding	AO2 Evaluation / commentary
<p>4 marks Accurate and reasonably detailed</p> <p>Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into misleading information. There is appropriate selection of material to address the question.</p>	<p>4 marks Effective commentary / evaluation</p> <p>Effective use of material to address the question and provide informed commentary / evaluation. Broad range of issues in reasonable depth or a narrower range in greater depth.</p>
<p>3 marks Less detailed but generally accurate</p> <p>Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of research into misleading information. There is some evidence of selection of material to address the question.</p>	<p>3 marks Reasonable commentary / evaluation</p> <p>Material is not always used effectively but produces a reasonable commentary / evaluation. A range of issues in limited depth, or a narrower range in greater depth.</p>
<p>2 marks Basic</p> <p>Basic answer that demonstrates some relevant knowledge and understanding of research into misleading information, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>	<p>2 marks Basic commentary / evaluation</p> <p>The use of material provides only basic commentary / evaluation demonstrates basic analysis. Superficial consideration of a restricted range of issues.</p>
<p>1 mark Very brief and or flawed</p> <p>Very brief or flawed answer that demonstrates very little knowledge of research into misleading information. Selection of material is largely inappropriate.</p>	<p>1 mark Rudimentary commentary / evaluation</p> <p>The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.</p>
<p>0 marks</p> <p>No creditworthy material.</p>	<p>0 marks</p> <p>No creditworthy material.</p>

(a) **AO2 = 3**

The answer must clearly relate to one or more of the main techniques used in a cognitive interview (other than report everything):-

Context reinstatement
Recall from a changed perspective
Recall in reverse order

Some of the main additional features of the enhanced cognitive interview could be relevant, as long as it could be explained to the participant: – eg Encourage to relax

1 mark for identification of a relevant cognitive technique.

1 mark for very brief statement eg “tell me what you saw in reverse order”.

Second mark for appropriate elaboration eg “Tell me what you saw on the film in a different order to how it actually happened.” If instructions are not suitable to be read out maximum 1 mark for this part.

For 3 marks technique and instructions must match.

(b) **AO3 = 2**

The researcher might conclude that the cognitive interview was effective because more correct items were recalled, but it did not affect the number of incorrect items recalled.

0 mark - the cognitive interview was effective with no explanation.

1 mark - it was effective because there were more correct items recalled or it was not effective because the number of incorrect items stayed the same.

2 marks - it was effective because there were more correct items recalled **and** the number of incorrect items stayed the same / didn't increase.

1 mark for stating there were more correct items recalled with the cognitive interview than with the standard interview **and** the number of incorrect items recalled was the same. (There is no reference to effectiveness).

Examiner reports

3 Most students seemed to have good knowledge of this area but some had problems in applying what they knew. Many described differences between LTM and STM rather than explaining how studies showed there are differences. A number of answers failed to link the findings of studies with the explanations or vice versa. Where students used the serial position effect, findings of research were often given, but no understanding was shown as to how this linked to different memory stores. Where Baddeley's (1966) research on acoustic and semantic coding was cited, students sometimes incorrectly reported that acoustic and semantic similarity was favourable to STM and LTM coding respectively, when in fact acoustic dissimilarity (STM) and semantic dissimilarity (LTM) were the more favourable conditions.

However, there were some really good answers where the material was shaped to answer the question; here students explained a difference in STM and LTM and then used findings from studies to support their assertion.

4 The question was usually well answered, with students referring to the form of processing or form of storage of information in memory. Appropriate examples were used as a way of elaborating the explanation.

5 Many students could outline the difference in capacity between STM and LTM. A few answers incorrectly referred to duration rather than capacity.

6 The answer booklet was set out to help students identify two differences between short-term memory and long-term memory. This was a straightforward question requiring the identification and elaboration of two differences. Those students who ignored the layout and wrote about STM in difference 1 and LTM in difference 2 did not always make a comparison between the same factors and thus failed to identify any differences.

7 Candidates were very well prepared for this question and many deservedly achieved full marks. Weaker answers did not address structure and processes. A few candidates misunderstood the question and wrote wholly irrelevant answers on the working memory model.

8 This part was generally answered quite well with most candidates recognising the key role of rehearsal in the MSM. It was unfortunate that some candidates appeared confused about the difference between elaborative and maintenance rehearsal and gave answers that revealed this misunderstanding, eg 'Atkinson and Shiffrin stressed the importance of elaborative rehearsal for transferring information from STM to LTM so reading the revision notes lots of times should have put them in LTM'. Many candidates obviously understood what this question was getting at but, unfortunately, failed to access full marks either by referring only to the two types of material or only to the criticism of the MSM. Better answers used the examples explicitly to explain the criticism of the MSM. Simple, concise answers could gain full marks.

9

- (a) Most answers scored two marks. Very few candidates failed to score at least one mark.
- (b) Candidates generally either answered the question effectively, relating the multi-store model to the stem about Peter, or they failed completely to apply their knowledge as required. Concise, apposite answers scored full marks.
- (c) There were many appropriate and clear answers but also some which identified one issue but then described how a different issue could be dealt with. Some candidates failed to clearly state the issue merely saying how an unnamed issue could be dealt with. Also, identifying 'withdrawal from the study' as the issue and then saying 'Peter should be told he could withdraw from the study' as a way of dealing with the issue, is not going to gain more than minimal credit.

A few candidates offered problems of methodology rather than ethics.

10

This was a simple question to introduce the paper. Many (but not all) candidates achieved the full 2 marks here.

11

Many candidates who described the Brown-Peterson technique showed excellent understanding and provided a clear, appropriately detailed answer which addressed the three requirements of the question ie an outline of the stimulus materials, what the participants were asked to do and how duration was measured. Where such candidates failed to access full marks, it was usually because they had not made one of these aspects clear. Detail on what participants were asked to do was often better reported than exact details of stimulus material (eg trigrams were sometimes referred to as words or numbers). However, a significant minority of candidates did not achieve any marks on this question. Some simply stated what the duration of STM is thought to be while others did not seem to understand the term duration and described studies of capacity or encoding. A minority of candidates referred to the duration of the phonological loop and showed good understanding of the word length effect.

12

The majority of candidates obviously had a good knowledge of the multi-store model (MSM) and were able to apply it to the scenario. It was pleasing to be able to give maximum marks to so many answers. The majority of students who did badly on this question focussed on the transfer of information from sensory stores to STM. They seem to be confused about the nature of sensory stores and / or are confusing sensory stores with STM. Answers such as 'he didn't pay attention so information did not go to the STM' disregard the fact that sensory stores last a fraction of a second and the stimulus material (which states Jamie has looked up the number in a directory) is now in STM). Other answers suggested that because Jamie did rehearse the number during the conversation that it did not go from sensory to STM.

Centres might do better to briefly mention sensory stores but focus on STM and LTM. A number of answers suggested that the concepts of maintenance and elaborative rehearsal were part of the MSM. Maintenance and elaborative rehearsal were introduced by Craik and Lockhart (1972) as a way of criticising the MSM which had simply relied on 'rehearsal' as a means of transferring information to LTM.

A few candidates inevitably choose to write about WM not the MSM.

13

- (a) It was disappointing to see such poor understanding of how to write a non-directional hypothesis for an experiment. Common pitfalls were to write a directional hypothesis, a null hypothesis or a correlational hypothesis. Some candidates did not appear to understand the conventions of hypothesis writing at all and simply wrote a statement such as: 'They wanted to test memory span' or 'The capacity of STM is 7+ or - 2'.
- (b) Some candidates clearly understood why the researchers had chosen an independent groups design and were able to offer a full answer worth 2 marks. However, this question was not answered well by many candidates. Candidates needed to apply their knowledge to answer this question but, unfortunately, many candidates simply gave a rote-learned advantage of an independent design without thinking about the context of this particular experiment where the problem of order effects or demand characteristics did not apply.
- (c) Another straightforward question generally answered correctly.
- (d) There were some full-mark answers where candidates demonstrated good understanding and were able to comment on several aspects of the graph. However, many candidates were only able to make a single point ie that adults generally had better recall than children and then 'padded out' their answer with repetition of the same point. A common pitfall was for candidates to state that 6 was the maximum number of digits recalled by children (or 7 by adults) instead of realising that this was the modal score. This was surprising as they had often successfully identified the modes in (c). Few candidates seemed to understand how to measure the range by looking at the information on the graph. It appears that candidates could benefit from more practical experience of interpreting graphs
- (e) Most candidates answered this well and were able to refer to earlier research by Miller or Jacobs which had demonstrated the limited capacity of STM (ie 7+/- 2 items or a range between 5 and 9 items). A minority confused capacity with duration and tried to answer in terms of the Peterson and Peterson study.

14

This was a straightforward question which most candidates answered correctly.

15

There were some clear, well structured answers where students could both describe and evaluate the multi-store model (MSM) of memory. Students often scored well where they were accurate in their description of the structures and processes of MSM. Some excellent diagrams were produced that helped to explain the points being made. By way of evaluation, students often used neurobiological evidence, serial position effect, case studies and contrasted MSM with working memory which has a more detailed approach to STM. Students did less well where their answer was punctuated with long descriptions and evaluation of the methodology of studies such as the Petersons (duration of STM) and Baddeley (types of coding in STM and LTM). Although many students could outline case studies, such as HM, KF and Clive Wearing, these were sometimes inaccurate and not all students could explain whether or not these supported MSM.

16

Most candidates answered this question correctly.

17

On the whole, this question was answered well. Many students were able to access all the AO1 marks for knowledge of the model. Teachers should remind students though, that ten mark answers are subject to the Quality of Written Communication criteria and there is a limit to the credit that can be awarded for descriptions presented solely in the form of a labelled diagram (actually two marks in this question).

Relevant evidence was often very well described but was not always related effectively to the central claims of the model, for instance, the 'functional separation / distinction between stores'. Most students were able to make relevant evaluative points about the multi-store model (MSM) but some were overly brief or speculative, for example, 'the model has proved influential'. Similarly, points of comparison with alternative models were often cursory and under-developed, for example, 'the STM is passive unlike the Working Memory...' Having said this, there were lots of impressive answers and this was clearly an area of the subject that students knew well.

18

There were some clear, well structured answers where students could both describe and evaluate the multi-store model (MSM) of memory. Students often scored well where they were accurate in their description of the structures and processes of MSM. Some excellent diagrams were produced that helped to explain the points being made. By way of evaluation, students often used neurobiological evidence, serial position effect, case studies and contrasted MSM with working memory which has a more detailed approach to STM. Students did less well where their answer was punctuated with long descriptions and evaluation of the methodology of studies such as the Petersons (duration of STM) and Baddeley (types of coding in STM and LTM). Although many students could outline case studies, such as HM, KF and Clive Wearing, these were sometimes inaccurate and not all students could explain whether or not these supported MSM.

21

Many students did not give an unambiguous example of episodic memory. Many examples veered a little too close to semantic memory of 'facts', such as, 'remembering the date of my mum's birthday' or 'knowing that I had cornflakes for breakfast'. Examples of global or national events such as 9 / 11 or the Queen's Jubilee, needed to be personalised; for example, 'my memory for how I felt when I heard the news of 9 / 11' to become creditworthy. Examples of semantic memory presented fewer problems for students although there was occasionally confusion with procedural memory. Most students did not make their distinction point explicit, but having defined both types of memory in their answer – even though this was not required by the question – credit was awarded for an implicit distinction. Those students who did produce an explicit distinction point often correctly explained that information related to 'time and place' is necessary for the formation of an episodic memory, whilst this is not the case for semantic.

22

Two marks was the norm here. Typical definitions referred to 'memory for motor skills' for procedural and 'memory for facts / general knowledge' for semantic. There was confusion between 'semantic memory' and 'semantic processing' in a small number of answers. The third 'distinction' mark proved rather elusive and many students did not attempt it, perhaps assuming they had already distinguished between the two types of memory by defining them. Indeed, some students, who included terms such as 'declarative' and 'non-declarative' as part of their definitions, gained the third mark almost 'accidentally' as a result. Others were more explicit and produced detailed distinction points that were often based upon the amount of conscious processing required for each type of memory.

23

This was generally well answered with the majority scoring at least two of the three marks available. Some students gave examples rather than definitions of their chosen types of long term memory which did not gain credit, unless they were supported by some description. The differences given were often a repetition of the attempted definitions. Most students earned their third mark through some explanation of the declarative / non-declarative distinction, provided they had chosen two appropriate types in the first place.

26

Some students did little more than name the sub-components of the phonological loop and visuo-spatial sketchpad. Others were able to outline the functions of the components, with perhaps the central executive being least well addressed.

27

No report was produced for this question.

28

Many answers used evidence from neurological research or brain injury studies to demonstrate that the strength of WMM lay in supporting studies. Other appropriate answers referred to dual task research and their implications for supporting the model. Weaknesses were less well explained. The central executive was sometimes unjustly referred to as lacking any evidence to support it. Just to say the WMM did not explain LTM was not credit-worthy.

Some answers failed to gain full marks as they did not elaborate on the weakness of model which they identified. For example, they simply stated that little was known about the central executive.

A few candidates confused the working memory model and multi-store model.

31

- (a) This question was answered well when candidates knew what the working memory model was, and were able to apply their knowledge effectively. Some candidates wasted time by giving a detailed description of the model, which was not required.
- (b) Most candidates selected appropriate tasks and gained full marks. Occasionally candidates' answers could not receive credit, eg listening to music for a verbal task.

32

Focus was mostly given to the central executive and the difficulty of investigating its exact function. A few candidates are still saying this model does not explain long-term memory, which is not credit-worthy.

33

Apart from a few who described and evaluated the MSM most had some idea about WM. For a substantial number the description was limited to the components of WM with very little about the processes involved. A diagram helps to show the relationship between components and is credit-worthy. The model has been revised several times since the original (Baddeley and Hitch, 1974) particularly by Baddeley in 2001. Any version is acceptable.

Many answers suggested that students had been taught evaluation of WM but did not fully understand it. So, for example, students described dual task experiments but did not say why these supported the notion of different short term stores. Some described one part of a dual task experiment (such as doing two visual / spatial tasks) without the contrast (one visual and one verbal) – this makes the information basic rather than reasonable or effective as it doesn't really help evaluate the model. Another common error was to suggest it is easier to do two similar tasks compared with two dissimilar. There was also a tendency to describe evidence without explaining how it contributed to the evaluation. Some answers accurately explained the word length effect but did not link it to the phonological loop and its limited duration.

34

Candidates who could summarise information and write concisely, produced excellent answers. Others had difficulty producing a concise answer and spent more time than was needed, writing a long answer which continued onto an extra page. Some candidates were not able to correctly spell the basic components of the model obscuring the clarity of their answer. A few candidates produced an irrelevant answer about the multi-store model.

35

Again, a question that many students found difficult. Most were able to state a relevant strength (usually, *'the model is a more detailed version of short-term memory'*) but few were able to develop this into a coherent explanation. Those who did often drew contrast with the passive and / or unitary nature of short-term memory described within the Multi-store model. There were some excellent accounts of how the model can help account for phonological deficits linked to difficulties with reading, but these were few in number.

36

This was generally a high scoring question. Most could identify at least two components of the model and applied these successfully to at least one pair of tasks. There was some confusion about the components of the working memory model used in Claire's tasks and about the location of the limited capacity involved in the second of them.

37

This was one of the less well answered questions on the paper. Many students described class exercises in an anecdotal fashion rather than recognised studies, for example, *'close your eyes and count the number of windows in your house...'* Those students who did outline genuine investigations tended to confuse or omit important information, such as detail of both conditions of the study, to the detriment of the answer. Of the full-mark answers that were seen, the Hunt (1980) study was a popular choice.

38

Most students were able to outline two features of the working memory. Credit was also awarded for outlining broader 'features' of the model such as 'limited capacity' or 'dual-task performance', alongside the more obvious sub-systems / components. Some students merely provided a list of named features and received a single mark only.

39

This was typically answered well apart from the inevitable few who described the multi-store model. Some students did not score full marks because their answer was inaccurate in identifying the structure and / or processes of the working memory model.

40

The strength was usually answered well by students who referred to supporting evidence, the practical applications of the model or who made a favourable comparison of the working memory model relative to the multi-store model. The limitation was addressed effectively where students pointed to the difficulty of designing research to measure the capacity or unitary functioning of the Central Executive. Students were not credited for claiming a limitation of the working memory is that it did not explain the long term memory (LTM) or incorrectly claiming a weakness was that it was based on case studies. Although such neuropsychological studies have been used as support of the working model they are not the basis of the model.

42

This was an applied question requiring students to explain why, according to the working memory model, those doing two visual tasks did less well. Many students wanted to give a detailed answer to this question that was much longer than was appropriate for a three-mark answer. Although many responses showed a clear understanding of the model, quite a few failed to address *why* there would be a problem in carrying out two visual tasks using the same processor. Some students cited studies of dual processing tasks, but did not make their answer explicit in respect of the question.

43

- (a) Most students were able to state the independent variable, though some incorrectly emphasised the location in which words were 'learnt' rather than the location in which they were 'recalled'.
- (b) Most students were able to state the likely outcome, that participants in Condition 1 would outperform those in Condition 2, and could link this effectively to the notion of context cueing recall. However, for full marks the 'retrieval failure', experienced in Condition 2, and the reason for it, had to be discussed. This final requirement eluded many students who focused on 'recall' rather than 'retrieval failure'.
- (c) Answers to this question often lacked precision, for example, it was necessary to 'put the names of **all** the participants in a hat'. It was also necessary to describe how the selection for conditions 1 and 2 would be made, and this information was often vaguely expressed or absent.
- (d) Most answers gave a reasonable basis for 'matching' such as 'IQ', but failed to deal with the issue of 'pairs' and how to allocate them to the different conditions.

45

- (a) Many students scored both marks for this question and the most popular route was to define the two types: proactive and retroactive (though occasionally, these were the wrong way round). Many explanations used words which did not clearly express the direction of the effort, such as 'old memories get mixed up with new'. Whereas, the expression 'old memories disrupt / interfere with new memories' makes this clear. As in previous series, the concept of 'interference' was sometimes confused with more general forms of 'distraction', such as extraneous background noise.
- (b) Many students did not make it clear what separated the two conditions in their chosen study, or offered vague or muddled procedural details. Of the more successful answers, many students described the Baddeley & Hitch (1997) rugby players investigation.

- (c) This was one of the more poorly answered questions on the paper. Typically, students preferred to focus on the artificiality of the evidence supporting interference. However, this point was rarely developed beyond a single statement such as, 'studies lack ecological validity'. Those who did explore this issue in more detail pointed to the fact that (laboratory) studies are so designed to try and deliberately induce interference within short, compressed time-frames, thus reducing the validity of the evidence.

46

This question was answered well. A lot of students scored full marks by outlining a range of techniques or by focussing on fewer techniques in more detail. Context re-instatement was sometimes referred to as mental re-instatement which begs the question of what is being mentally re-instated.

48

- (a) Most candidates could identify the real world setting of a field experiment but a substantial number of answers were unclear when referring to the manipulation of the independent variable by the experimenter. It was common for candidates to write that the independent variable was controlled but not to add that it was varied or manipulated.
- (b) Most answers referred to lack of control over extraneous variables as a weakness. Better responses gave an example of an appropriate uncontrolled variable. A few answers inappropriately focused on an ethical issue.
- (c) Substantial numbers of candidates were able to say that the question about 'the man in glasses' was a leading / misleading question and it had been presented because the effect on EWT was being assessed. Some answers incorrectly alluded to its inclusion on the basis of its effect on anxiety.

49

There were some excellent answers to this question. Candidates generally knew one or more relevant studies and were able to give detailed and accurate descriptions. This often included reference to the type of experiment used. Many candidates were also able to make good use of theory, eg Yerkes-Dodson law, weapon focus, etc. Evaluation was often better when competing findings were discussed, rather than when it was solely based on judgements of reliability, validity and ethical issues in the research. Some candidates focused on irrelevant Loftus research, schema theory and age, with no reference to anxiety.

50

This question was answered well by most candidates. The majority of candidates could identify two specific techniques and describe them adequately. Examples were often used effectively. Some candidates identified relevant features of the enhanced cognitive interview but failed to give the elaboration needed for full marks.

51

This question was generally answered well. Most candidates focused on the higher ecological validity provided by real-world studies. Weaker answers simply made this point without any elaboration. Better answers explained why a real-world setting would provide more ecological validity – usually in terms of heightened anxiety and / or consequentiality associated with real-life events. The best answers made reference to EWT studies rather than simply stating the general advantages of real-life studies over laboratory studies.

52

There were a high proportion of good answers to this question. Students who failed to score full marks sometimes described the 'report everything' technique (not required) under the heading 're-instate the context'. Some answers made no reference to the context despite an explicit requirement to refer to details from the passage. Other students remembered to refer to details from the passage for the first technique but forgot to do so when describing a second or third technique.

53

(a) This question was generally answered well with candidates showing good understanding of the techniques used in the cognitive interview. Although candidates could score full marks by giving outlines that could relate to the event in the stem. It would generally be beneficial to candidates if they could engage explicitly with the stem in questions requiring application of knowledge.

A few candidates showed a surprising lack of knowledge about the cognitive interview and either left the space in the answer booklet blank or wrote about the use of misleading questions, as in 'how fast was the shuttle going when it exploded, broke up etc'.

(b) There were some impressive responses where candidates effectively used a range of research evidence on the effects of anxiety on EWT to answer this question. Some candidates, however, failed to access top marks because they simply described research without applying their knowledge to this particular event. This was particularly true when candidates just described the Loftus 'weapon focus' study without making it relevant to the shuttle explosion and, in some cases, without even explaining its relevance to anxiety.

54

This was also answered well. Many students produced an accurate and reasonably detailed answer, often describing Loftus's (1979) weapon focus experiment. Students who did not score full marks usually failed to accurately identify the dependent variable in this study. Less impressive answers tried to use the Yerkes-Dodson curve to explain apparently contradictory findings in the area. Few of these outlined a study at all. Another problem was the failure to focus on one study even though this was stressed in the question.

55

(a) Mostly appropriate answers were provided. Many answers referred to the term 'youth' misleading participants as it suggested the man in the photograph was young and this could influence the answer. Others said the reference to 'youth' was misleading because it suggested an extra person, a 'youth', was part of the photograph. Some answers suffered from poor expression resulting in a muddled answer.

(b) There were still a number of students who did not seem to understand the term 'experimental design' and who tried to answer by stating types of experiments such as laboratory or field. Even amongst students who understood the concept, there was some difficulty when it came to identifying the appropriate design. The explanation of why a repeated measures design was unsuitable was in some instances prefaced by unnecessary time wasting explanations of why an independent groups design would be a good idea.

- (c) Although most students could explain the benefits of a pilot study, far fewer students gave an explanation in the context of this experiment, as required.
- (d) There were some clear and effective answers to this question where students showed understanding and could apply this to the scenario. Some students however, failed to understand the question and perhaps would have benefited from re-reading the stem.
- (e) Although there were some 'accurate and reasonably detailed answers' there were many more that were just 'generally accurate'. As in previous exam series, when asked to describe a research study, some students did not even know one study sufficiently well to access the top mark band. Some students had a little muddled knowledge of several (usually Loftus' studies) and produced answers where the research was so poorly described it was difficult to identify. There were, however, some good answers which accurately described one or more studies. Some students wasted time evaluating the research.

56

Most successful answers to this question focused on the cognitive interview, although more general strategies such as 'avoiding leading questions' were also credited. Weaker responses were those where students answered a rather different question and discussed 'factors affecting eye-witness testimony'. In such cases, credit was fairly minimal. Material on line-up procedures gained credit as long as it was used to address the question set.

57

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59

There were many good answers to this question, mostly focused on the work of Loftus and her colleagues. There were some inaccuracies with the figures, eg speeds of the cars and percentages, and who saw non-existent broken glass, etc, but on the whole answers demonstrated good knowledge. It was evident that students usually scored better marks where they outlined one or two research studies accurately and in reasonable detail, rather than when they outlined several studies less accurately. A substantial number did not see the 'outline and evaluate' instruction. They tended to outline studies in great detail, but included no evaluation. Therefore, despite showing very good knowledge of the topic they were limited to four out of eight marks.

Evaluation was often effective where issues such as ecological validity, sampling issues or applications of the research were addressed. However, evaluation points were not always sustained or developed, meaning much of the commentary was basic, and some evaluation was more speculative where students referred to the trauma of watching a short video clip or looking at slides demonstrating two cars hitting each other. Comments about an independent groups design allowing individual differences to affect results were also marginal.

Some students failed to read the stem carefully and found it difficult to answer the question. It was insufficient to identify a technique as 'mental re-instatement'. Students were required to suggest the context was being mentally re-instated. Where students chose to write about mental re-instatement of the context, they needed to remember that they should refer to the context of watching a film of a violent crime. Many focussed on creating mental context within the film rather than of watching the film. Students who chose 're-instate the context' sometimes muddled their instructions to give instructions to 'recall everything'. Generally those who chose to focus on 'recall from a changed perspective', or 'recall in reverse order' found it easier to write instructions for the participants. A few students did not write instructions in direct speech and were limited to a maximum of one mark for the instructions.

Where students did not score full marks for this question, they had usually failed to refer to all of the figures in the table, or to draw any conclusion from the figures.

