Mark scheme
January 2003

GCE

Psychology B

Unit PYB2

Unit 2: Social and Cognitive Psychology

Quality of Written Communication

Where candidates are required to produce extended written material in English, the scheme of assessment must make explicit reference to the assessment of the quality of written communication. Candidates must be required to:

- Select and use a form and style of writing appropriate to purpose and complex subject matter;
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- Ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks i.e. part (d) in AS unit test questions. The following criteria should be applied in conjunction with the mark scheme.

The awards of marks within a particular mark band can be achieved only if the criteria for the mark scheme and quality of written communication bands have been met.

The quality of written communication bands must be regarded as part of the appropriate mark scheme band even though they are listed separately in the mark scheme. If a candidate satisfies only part of the criteria, for either the mark scheme or the quality of written communication, then s/he cannot be awarded marks in that band. The next lower band must then be considered.

Band 1 Good quality of written communication

The candidate will express complex psychological ideas clearly and fluently, with well-linked sentences and paragraphs using appropriate psychological terminology. Presentation of psychological concepts and arguments will be relevant and well-structured. There will be few, if any, errors of grammar, punctuation and spelling.

Band 2 Average quality of written communication

The candidate will express complex psychological ideas clearly if not always fluently. Some limited but not consistent use of psychological terminology. Sentences and paragraphs reasonably well connected. Presentation of psychological concepts and arguments may sometimes be less relevant and poorly structured. Some errors of grammar, punctuation and spelling.

Band 3 Poor quality of written communication

The candidate will express simple psychological ideas clearly but be imprecise with more complex ideas. Sentences and paragraphs may not be connected and may be disjointed. Use of mainly non-specialist terms with only occasional psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors of grammar, punctuation and spelling will be present and obtrusive.

Section A: Social Psychology

1   **Total for this question: *20 marks***

(a)	Identify **one** projective technique which is used to measure attitudes and outline the materials and procedure used. *(3 marks)*

[3 marks : AO1 = 3, AO2 = 0]

1 mark for identifying method - Thematic Apperception Test (accept TAT), Rorschach Inkblot test.
1 mark for materials, such as an ambiguous picture, sentence completion task, speech bubbles to fill in.
1 mark for procedure appropriate to materials mentioned, such as participant explains what the people are doing/saying to each other.

Do **not** accept direct techniques such as rating scales, physiological or bogus pipeline technique.

(b)	Distinguish between the affective and cognitive components of an attitude. *(3 marks)*

[3 marks : AO1=2, AO2=1]

The affective component is a person's feelings/emotions about the attitude object (1).
The cognitive component is the belief/knowledge aspect of attitude (1).
Plus 1 mark (A02) for distinction point, which can be achieved by pointing out that a person might have positive cognitions but negative affect towards an attitude object, or by use of contrasting examples.

Do **not** credit the definition points if the candidate relies on the terms 'affective' and 'cognitive' as part of their respective definitions.

(c)	An advertising agency has been asked to produce a television advertisement about the dangers of using illegal drugs. Identify **one** factor in *persuasive communication* and explain how it could be used in the advertisement to persuade young people not to take drugs. *(4 marks)*

[4 marks : AO1=1, AO2=3)]

One (A01) mark for identifying a factor. Possible factors include: a fear-arousing message, a credible/high status/attractive/young/trustworthy source, a one-sided (or two-sided)/implicit/explicit message, inclusion of counter-arguments, source, content/message, target population.
Up to 3 (A02) marks for explanation which might include: application of the factor to the advertisement (eg fear-arousal - showing a picture of a dead user); why the factor is likely/unlikely to be persuasive; other relevant elaboration.

(d)   People's behaviour is not always consistent with their attitudes. Describe and discuss **at least two** reasons for inconsistency between attitudes and behaviour. Refer to psychological evidence in your answer.   *(10 marks)*

[10 marks : AO1=5, AO2=5]

AO1 marks: 5 marks available for describing reasons which are likely to include: attitude strength, consequences of acting consistently, conformity, personal relevance, intentions, self-awareness and attitude accessibility.
One mark for identifying a reason plus 1 mark for elaboration. Up to 2 of these 5 marks may be given for accurate detail of empirical evidence.

AO2 marks: 5 marks available for evaluation which can be awarded for:
Application of the ideas/reasons to everyday examples (up to 2 marks). Analysis of the effects of reasons, eg indicating the circumstances in which consistency is more likely. Analysis with reference to relevant theory, such as cognitive dissonance and Fishbein's explanation of the role of intentions. Appropriate comments on the implications of evidence cited. Evaluation of studies, such as LaPiere, Sivacek and Crano (1982).

No evidence - maximum 5 marks
Only one reason - maximum 6 marks

Mark bands

10 - 8 marks   **Good answers**
Detailed, clear and accurate analysis of at least two reasons/factors, supported by appropriate application of theory and evidence. The answer directly addresses the question. Little error or irrelevance.

7 - 4 marks   **Average answers**
Answers in this band will contain a majority of relevant information, including some evidence, though some error may be present. In the top half of the band, some analysis/evaluation will be present. In the bottom half of the band answers are likely to be descriptive, or to be unsupported by evidence.

3 - 1 marks   **Poor answers**
Answers in this band may be restricted to descriptions of studies. Alternatively the answer may include a brief, inaccurate or confused account of a relevant factor. Answers which contain some relevant information but fail to address the question will also fall into this band.

Total AO1 marks for Question 1 = 11
Total AO2 marks for Question 1 = 9

2   **Total for this question: *20 marks***

(a)   Explain what is meant by the term *compliance* when it is used to describe a type of conformity.
                                                                                                      (2 marks)

[2 marks : AO1=2, AO2=0]

Agreeing with a group/acting according to a group norm (1) while privately disagreeing (1).
Do not accept compliance with a request.

(b)   Give **three** examples of social norms which occur among groups of school pupils.   *(3 marks)*

[3 marks : AO2=3, AO2=0]

One mark for each example, which must be specific, eg sharing sweets, wearing skateboard fashions.
A very wide range of answers is acceptable, but must be possible social norms. Accept specific school rules.

(c)   Describe **one** study in which obedience was investigated. Indicate why the study was conducted,
        the method used, results obtained and conclusion drawn.   *(5 marks)*

[5 marks : AO1=5, AO2=0]

Likely studies include Milgram (1963, 1965, 1974), Hofling et al (1966), Mantell (1971), Shanat & Yahya
(1977). Accept studies of compliance such as Bickman.

1 mark - aim
1 mark - information about method
1 mark - results
1 mark - conclusion
1 mark - additional detail, especially about procedure, results or evaluation

(d)   Melvin is a member of a team of experts who are judging an art competition. Melvin favours a landscape painting for first prize. The majority of the group prefer an abstract painting, and try to persuade Melvin to agree.

Discuss **at least two** psychological factors which might influence whether or not Melvin will yield to group pressure. Refer to empirical evidence in your answer.   *(10 marks)*

[10 marks : AO1=4, AO2=6]

A01 marks: 4 marks for identifying relevant factors which are likely to include group/majority size, task difficulty, unanimity/presence of dissenters, status, credibility, consistency, persistence, attitude strength, confidence, flexibility, use of 'idiosyncrasy credits' and individual differences such as level of expertise/knowledge, need for affiliation, and personality. Accept other relevant factors. Up to 2 of these marks may be awarded for accurate description of relevant studies.

A02 marks: 6 marks for discussion which may include:
Analysis of the effect different factors have on conformity, eg increasing task difficulty increases probability of conforming (up to 4 marks). Appropriate comments on the implications of evidence cited. Evaluation of studies cited.
Application of factors to scenario.

Likely studies include the work of Jenness, Sherif (autokinetic effect), Asch, Crutchfield as well as Moscovici, Lage & Naffrechoux (1969) and Wolf (1979).

No evidence of studies - maximum 5 marks
Only one factor - maximum 6 marks

Mark bands

10 - 8 marks   **Good answers**
Detailed, clear and accurate analysis of **at least two** influencing factors and studies. The factors are appropriately applied to the situation described. Both possibilities - that Melvin may or may not conform are discussed. Little error or irrelevance.

7 - 4 marks   **Average answers**
In the top half of the band some analysis/evaluation and accurate reference to studies will be present, and at least two factors will be described.

In the bottom half of the band answers are likely to be descriptive, or to be unsupported by evidence, or relate to only one factor. Alternatively there may be several significant inaccuracies.

3 - 1 marks   **Poor answers**
Answers in this band may be restricted to descriptions of studies. Alternatively the answer may include a brief, inaccurate or confused account of a relevant factor.

Total AO1 marks for Question 2 = 11
Total AO2 marks for Question 2 = 9

3   **Total for this question: *20 marks***

(a)	Using an example, explain what is meant by Cooley's theory of the *looking glass self*. *(3 marks)*

[3 marks : AO1=2, AO2=1]

A person's perception of themselves (1) is influenced by the reactions of other people (1), plus specific clearly relevant example (A02 = 1).

(b)	Jenny and Imran are strangers who meet on a 'blind date'. In the first few minutes of their meeting, Imran spills a drink on Jenny's dress.
	Explain why this accident is more likely to influence Jenny's impression of Imran than it would have done if it had happened when they knew each other better. *(3 marks)*

[3 marks : AO1=2, AO2=1]

A02 mark: One mark for stating that information received early in a social encounter has more influence on social perception than information received later.

A01 marks: Two marks for elaboration which can be gained by **any two** from:
- labelling this as the primacy effect (1);
- pointing out that early in an encounter we make decisions about a person's intentions/abilities/personality/emotional state (1);
- clearly linking the concept to this example, eg Jenny may assume that he is always clumsy/he spilled the drink deliberately (1);
- Outline of a relevant study (1).

(c)	The manager of a football team attributes the team's successes to his own skill, and its failures to the players' lack of effort.
	(i) Explain why the manager's behaviour is an example of the *self-serving attribution bias*.
	(ii) Name **two** other types of attribution bias or error. *(4 marks)*

[4 marks : AO1=2, AO2=2]

(i)   Any 2 (A02) marks from: The manager's attribution protects his self-esteem/image (1) because he takes the credit for success/attributes success dispositionally (1) and avoids the blame for failures/ attributes failures situationally (1).

(ii)   One (A01) mark each, up to 2 marks, for fundamental attribution error, actor-observer effect.

(d)   Describe and discuss the *correspondent-inference model* of attribution.   *10 marks)*

[10 marks : AO1=5, AO2=5]

Note that the mark scheme includes far more points than are necessary to obtain full marks.

AO1 marks: Five marks for description, with 1 mark each awarded for communicating what is meant by 'attribution', for explaining that a correspondent inference means a judgement that a person's act reflects their personality, and up to 1 mark each for identifying, plus 1 mark each for describing any of the key factors of choice, non-common effects, social desirability, hedonic relevance, personal directedness, roles and prior expectations.

AO2 marks: 5 marks for evaluation as follows: Up to 3 marks for analysing the effect of each factor on the attribution made, i.e. actions which are **freely** chosen, have **few** non-common effects, are **low** in social desirability, **high** in hedonic relevance, personally directed, counter to role and consistent with typical behaviour are likely to lead to **correspondent** (dispositional) attributions.

Up to 5 marks for evaluation, including recognition that the theory takes account of observer bias and the importance of intentions, plus criticisms such as the point that not all behaviour which can be dispositionally attributed is intentional. That few people are likely to engage in the cognitive effort of taking several factors into account and, that in many cases, these sources of information are unavailable.
Also the point that the theory over-emphasises the importance of social desirability. Evaluation may be supported by studies such as the Jones et al (1961) astronaut/submariner study.

Mark bands

10 - 8 marks   **Good answers**
                Aspects of the theory are accurately described, and appropriate evaluations are made. The answer is clearly focussed on the question and features the correct technical terminology. Little error or irrelevance.

7 - 4 marks   **Average answers**
                The top half of the band will include answers in which key factors are accurately described and at least one appropriate evaluation is made. The bottom half of the band will contain accurate descriptive answers, or those containing description and evaluation, but with significant inaccuracies and/or irrelevance.

3 - 1 marks   **Poor answers**
                Likely to contain mainly descriptive answers with only one or two factors correctly identified and with extensive confusion or inaccuracy. Answers which do not convey any accurate information about the theory will score no marks.

Total AO1 marks for Question 3 = 11
Total AO2 marks for Question 3 = 9

4   **Total for this question: *20 marks***

(a) What is meant by the term *home ground advantage*? *(2 marks)*

[2 marks :,AO1=2, AO2=0]

The tendency for teams playing in competitions on their own home ground/sports facility (1) to win more than 50% of their games/to win more often than when playing away (1). One mark for vague answer.

(b) Which **two** of the following are likely to produce an advantage for the home side in a football match?
     A: the two teams playing are from the same city;
     B: the match is the first to be played in a new stadium;
     C: home supporters show hostility to the visiting team;
     D: referee bias. *(2 marks)*

[2 marks : AO1=0, AO2=2]

One mark each for C and D. If more than two answers are given, credit only the first two.

(c) Arjuna and Gareth are both confident, outgoing men who enjoy playing squash. Arjuna is an experienced player, but Gareth is a beginner. Arjuna plays better when people are watching him. Gareth plays worse in front of an audience. Using your knowledge of psychology, explain why the presence of an audience has different effects on Arjuna and Gareth. *(6 marks)*

[6 marks : AO1=4, AO2=2]
(A01 marks for factual detail of audience effects, A02 marks for application of an appropriate explanation to the examples).
4 marks for one well done.

Arjuna is more skilled (1), so the presence of an audience may lead to social facilitation (1) increasing his arousal to an optimum level/less than Gareth's (1). Playing well is a dominant response (1).
Gareth may be an unskilled player (1), so the presence of an audience may lead to social inhibition (1), increasing his arousal to a level at which his performance is impaired (1). Playing badly is a dominant response (1).

(d)	Describe and discuss the effects of *cohesion* on performance in team sports. Refer to empirical evidence in your answer. *(10 marks)*

[10 marks : AO1=5, AO2=5]

AO1 marks: Five marks - 1 mark each for defining/explaining relevant terms including team cohesion, task cohesion and social cohesion, and for identifying possible effects, eg cohesion improves performance. Up to 2 marks for accurate description of relevant studies.

AO2 marks: Five marks for: Analysis of the relationship between cohesion and performance, including the point that the correlation between cohesion and performance does not imply that high cohesion leads to high performance (Marteus & Peterson 1971). Analysis of the effect of level of interaction in different sports (Cox 1990). Appropriate comments on the implications of studies.

Relevant studies include: Peterson & Martins, Taylor et al (1983), Slater & Sewell (1994), Stogdill (1972), Widmeyer et al (1993)

No evidence of studies - maximum 5 marks

Mark bands

10 - 8 marks   **Good answers**
                  Answers which consider more than one account of the relationship between cohesion and performance, which include accurate definitions, analysis and appropriate use of studies. The answer clearly and directly addresses the question. There is no irrelevant material.

7 - 4 marks   **Average answers**
                  The top half of the band will include answers which contain some appropriate analysis and evidence. The bottom half of the band will contain accurate descriptive answers, or those containing description and analysis, but with significant inaccuracies or with some irrelevant material.

3 - 1 marks   **Poor answers**
                  Answers which include some relevant material, but which fail to answer the question, or which are confused, largely inaccurate or based mainly on common-sense.

Total AO1 marks for Question 4 = 11
Total AO2 marks for Question 4 = 9

5 **Total for this question: *20 marks***

(a)	Outline what is meant by the term *selective attention*.	*(2 marks)*

[2 marks : AO1=2, AO2=0]

Accept definitions on the lines of:
The mechanisms by which some information is taken in and processed (1), while other information is ignored (1)
or
the ability to focus on one source/channel of information (1) and ignore others (1).
Second mark could be gained by an example.

(b)	Explain why this illusion occurs.	*(3 marks)*

[3 marks : AO1=0, AO2=3]

Up to 3 of the following marks: The illustration contains depth/distance cues/is seen as 3D (1) which make the STOP sign look further away (1). Misapplied size constancy (1) scales up the STOP sign to compensate for distance (1)

(c)	Describe **one** study in which the effect of **either** motivation **or** emotion on visual perception was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn.	*(5 marks)*

[5 marks : AO1=5, AO2=0]

Likely studies include: Bruner & Goodman's (1947) coin study, Solley & Haigh's (1958) 'draw Father Christmas' study, as well as Carter & Schooler (1949), Ashley et al (1951) [motivation]; and McGinnies (1949), Tyler et al (1978), Aronfreed et al (1953), Beier & Cowen (1953) (1954), Lazarus & McCleary (1951) [emotion].

1 mark - aim
1 mark - information about method
1 mark - results
1 mark - conclusion
1 mark - additional detail, especially about procedure, results or evaluation

(d)	Discuss Triesman's model of attention. Refer to psychological evidence in your answer.
	(10 marks)

[10 marks : AO1=4, AO2=6]

A01 marks: Four marks for identifying features of the theory including: linear, limited capacity, early-bottleneck, attenuating filter which allows irrelevant messages to be 'turned down' but still available for semantic processing. (Alternatively accept any of these points if included in an accurate diagram).   Up to 2 of these marks may be awarded for accurate description of relevant studies.

A02 marks: Six marks for discussion which may include: Appropriate comments on the implications of evidence cited, such as that the theory can account for the cocktail party phenomenon and the evidence of shadowing studies.

Evaluation of the theory in comparison with others, eg Broadbent, Deutsch & Deutsch and Kahneman.

Evaluation might also include the view that the pre-attentive analysis occurring in the attenuator must be almost as complete as the later semantic analysis. A simpler account has the entire input being semantically processed, with a late filter at the response stage.

Another criticism is that the theory is incomplete, and ignores the fact that our attentional system involves the flexible allocation of a variable cognitive capacity.

Evaluation of studies cited.

Likely studies include Triesman (1960), Cherry (1953), Moray (1959), Gray & Wedderburn (1960), Corteen & Wood (1972)
No evidence - maximum 5 marks.

Mark bands
10 - 8 marks   **Good answers**
Answers which clearly and accurately describe and evaluate the theory with reference to evidence and from a theoretical viewpoint, for example with reference to other models. Analysis reveals a good understanding of the processes described, and appropriate terminology is used. Little or no irrelevant material.

7 - 4 marks   **Average answers**
In the top half of the band will be mainly accurate answers which contain some evaluation. The bottom half of the band is likely to include answers marred by inaccuracy, or which fail to support assertions with illustrations/theory or studies.

3 - 1 marks   **Poor answers**
Answers in this band may be restricted to descriptions of studies. Alternatively the answer may include a brief, inaccurate or confused account of the theory.

Total AO1 marks for Question 5 = 11
Total AO2 marks for Question 5 = 9

6   **Total fort his question:** *20 marks*

(a)	**In your answer book** write down what should be included in boxes (i) and (ii) to complete the table. *(2 marks)*

[2 marks : AO1=2, AO2=0]

(i) Episodic memory (1)
(ii) Memory for general knowledge/facts/language (1).

(b)	Atkinson and Shiffren's multistore model describes the way information is transferred to the Long Term Memory store. Outline how this happens. *(2 marks)*

[2 marks : AO1=2, AO2=0]

Information is rehearsed (1) repeated/by verbal repetition/from short-term memory (STM)/from sensory register/via attention (1).
Alternatively an accurate diagram can receive up to 2 marks.

(c)	A researcher reads out a list of 20 words, which are all similar in length and familiarity. Immediately afterwards, the researcher asks participants to write down all the words they can remember from the list. Participants remember more of the words from the beginning and from the end of the list than from the middle.
(i)	Explain why the first few words are more likely to be remembered than words from the middle of the list. *(3 marks)*
(ii)	Explain why the last few words are more likely to be remembered than words from the middle of the list. *(3 marks)*

[6 marks : AO1=2, AO2=4]
(A02 marks for applying explanation, A01 marks for factual elaboration).

(i)   The first few words are likely to have been rehearsed (accept processed semantically)/better rehearsed than later words (A02 1), and so transferred to the Long Term Store (A02 1). Plus 1 (A01) mark for detail such as, this is the primacy effect/rehearsal later breaks down when there are too many words.

(ii)   The last few words have only just been presented/will not have been lost or displaced (A02 1) and so will still be stored in the Short Term Store (A02 1), plus 1 (A01) mark for detail such as, this is the recency effect/earlier information will have been lost from STM, eg by displacement.

(d) Describe and discuss **at least two** psychological explanations why a person who does not suffer from amnesia may forget things in the course of everyday life. Illustrate your answer with reference to examples. *(10 marks)*

[10 marks : AO1=5, AO2=5]

AO1 marks: Up to 5 marks. One mark each for identifying explanations of forgetting, plus up to 2 marks for accurate description. Plausible explanations include lack of consolidation, repression, retrieval failure, interference, cue-dependent forgetting, failure to rehearse/process 'deeply' as long term memory explanations... and decay and displacement as short term memory explanations. Lack of availability/lack of accessibility.

Less plausible explanations such as the influence of leading questions should be credited if made relevant, but **not** amnesia explanations which are clearly ruled out by the question.

AO2 marks: Up to 5 marks as follows: One mark each for applying each explanation to an example, plus 1 mark for justification, which might involve citing a relevant study. Alternatively, studies can be accepted as examples.

Evaluation of explanations, including reasoned argument about the plausibility (or otherwise).

Only one explanation given - maximum 6 marks

No reference to relevant examples - maximum 5 marks

Mark bands

10 - 8 marks **Good answers**
Answers which accurately describe at least two reasons, which illustrate them with convincing examples, and make appropriate evaluations of each. Appropriate terminology is used. Little or no irrelevant material.

7 - 4 marks **Average answers**
More limited answers which only illustrate or evaluate one reason, or which are a little confused or inaccurate. At the top of the band, two reasons should be given.

In the bottom half of the band answers may describe several explanations but may not support them with examples, or fail to address the question directly.

3 - 1 marks **Poor answers**
Answers which succeed in identifying at least one reason, but which neither illustrate nor evaluate appropriately. Alternatively, answers with serious inaccuracies and irrelevances.

Total AO1 marks for Question 6 = 11
Total AO2 marks for Question 6 = 9

7   **Total for this question: *20 marks***

(a)   What is meant by the term *convergent thinking*?   *(2 marks)*

[2 marks : AO1=2]

Thinking in a conventional way (1) plus elaboration such as, leading to one preferred solution/accept examples of the use of a brick/paperclip in the manner the manufacturer intended (1).

(b)   Decide whether each of the following statements is an example of
              A: inductive reasoning
              or
              B: deductive reasoning
   (i)   If there are 54 people on a bus and 17 get off, there will be 37 left.
  (ii)   Last Spring came very early, so Spring must be getting earlier each year.
 (iii)   All dogs have four legs; Bonzo is a dog, therefore Bonzo has four legs.
     Indicate your answers by writing **A** or **B** next to (i), (ii) and (iii) **in your answer book**.
                                                       (3 marks)

[3 marks : AO2=3]

(i) B (1)   (ii) A (1)   (iii) B (1)

(c)   Describe **one** study in which insight was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn.   *(5 marks)*

[5 marks : AO1=5]

Likely answers include Kohler (1925), Duncker (1926), Maier (1931), Scheerer (1963), Silveira (1971), Weisberg & Alba (1981).

1 mark - aim
1 mark - information about method
1 mark - results
1 mark - conclusion
1 mark - additional detail, especially about procedure, results or evaluation

(d)   Discuss Piaget's view of the relationship between language and thought. Refer to **at least one** other view in your answer.   *(10 marks)*

[10 marks : AO1=4, AO2=6]

A01 marks: 4 marks for accurate description/illustration of Piaget's view. Language is dependent on thought; cognitive development precedes language development, egocentric speech (a 'running commentary') is replaced by socialised speech.

A02 marks: 6 marks for discussion which may include: Citing appropriate studies specifically to support or refute Piaget's view. Theoretical evaluation of Piaget's view, including description of alternative views (Whorf and Vygotsky). Evaluation of evidence.

Likely supporting studies include: Corrigan (1978), Sinclair-de-Zwart (1969). Likely conflicting studies include Luria & Yudovich (1971) Vygotsky (1962) as well as many studies usually cited in support of the Linguistic Relativity hypothesis.

Mark bands

10 - 8 marks   **Good answers**
                 Answers which comprehensively and accurately describe and evaluate Piaget's view with reference to alternatives. Little or no irrelevant material.

7 - 4 marks   **Average answers**
                 In the top half of the band will be mainly accurate answers which contain some evaluation, including reference to one alternative view. The bottom half of the band is likely to include answers marred by inaccuracy, or which do not refer to alternative views.

3 - 1 marks   **Poor answers**
                 Answers which contain a little accurate information about the relationship between language and thought.   Alternatively very brief, very inaccurate or confused accounts of the topic.

Total AO1 marks for Question 7 = 11
Total AO2 marks for Question 7 = 9

8   **Total for this question: *20 marks***

(a)	Outline what is meant by the term *repressed memory*.	*(2 marks)*

[2 marks : AO1=2, AO2=0]

Any 2 marks from: a memory, usually of an emotionally distressing event/accept example (1) which is forgotten/inaccessible/transferred to unconscious (1) as a result of an ego-defence mechanism (1).
Do not credit points which rely on the word 'repressed' to explain its meaning.

(b)	Outline **one** ethical issue which might arise when a therapist encourages an individual to recover repressed memories.	*(2 marks)*

[2 marks : AO1=2, AO2=0]

One mark for identifying issue, 1 mark for elaboration. To score any marks, the answer must include a clear ethical point.

Likely answers include: Distress, encouraging what may be false beliefs, consequences of misdiagnosis of the client's condition, damage to family relationships, suffering to others who may be falsely accused of abuse. Answers based on ethical issues in research can be made relevant, if provided with appropriate context, eg a study like Williams (1994), but if not relevant, should **not** be credited.

(c)	Paul and Yasmin are both aged 25 years when they meet in hospital. Paul is suffering from *retrograde amnesia* and Yasmin has *anterograde amnesia*, although neither of them have repressed memories. Outline the memory problems likely to be experienced by (i) Paul; (ii) Yasmin and explain **one** likely cause of each type of amnesia.	*(6 marks)*

[6 marks : AO1=2, A02=4]
(A01 marks for outlining symptoms, A02 marks for suggestion and explanation of causes).

(i)   Paul will be unable to remember events before/leading up to and during the event/injury/treatment (A01 1). Cause: head trauma/concussion/ECT (A02 1) possibly because of failure of consolidation (A02 1).

(ii)   Yasmin will be unable to store new information/remember events which occurred after her operation/disorder (A01 1). Cause: brain surgery/disease/alcohol (A02 1) plus elaboration, eg of damage to hippocampus, herpes simplex, meningitis, identification/detail of Korsakoff's syndrome or reference to relevant case study (A02 1).

(d)   Describe and discuss **at least one** explanation for face recognition. Refer to empirical evidence in your answer.   *(10 marks)*

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10 marks (AO1=5, AO2=5)

AO1 marks: Up to 5 marks for factual information on explanations/processes. Mark each for identifying the holistic and feature analysis models either by name or description. Credit should be given to accurate reference to the feature analysis explanation as a bottom-up theory; the distinction between external and internal features; the holistic form explanation as a top-down theory; the importance of spacing and configuration, template and prototype explanations and detail of the Bruce & Young model (FRUs, PINs and name generation). Up to 2 marks (1 mark each) for evidence of studies.

AO2 marks: Up to 5 marks for discussion, which may include: Analysis of explanations/models or how processes work. The use of evidence (which may include studies, and applications such as photoFIT) to support or refute explanations. Analysis of the implications of studies. Evaluation of studies.

No empirical evidence - maximum 5 marks

Mark bands

10 - 8 marks   **Good answers**
                    Answers which accurately describe at least one process/explanation/model and which make appropriate evaluations. At the top of the band, candidates will recognise that both feature analysis and configuration are involved. Relevant research cited. Little inaccuracy or irrelevant material. Correct use of terminology.

7 - 4 marks   **Average answers**
                    In the top half of the band will be answers featuring a more limited amount of effective evaluation, with relevant research. In the bottom half of the band, answers may be exclusively descriptive, may fail to cite research or may be somewhat confused or inaccurate.

3 - 1 marks   **Poor answers**
                    Answers which include some material of relevance to face recognition processes, but which otherwise are too brief, confused or inaccurate to answer the question.

Total AO1 marks for Question **8** = 11
Total AO2 marks for Question **8** = 9

Assessment grid

Section A: Social Psychology

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and evaluation (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a)	3		0		
(b)	2		1		
(c)	1		3		
(d)	5		5		
Total	**11**	**55**	**9**	**45**	**20**
Q2 (a)	2		0		
(b)	0		3		
(c)	5		0		
(d)	4		6		
Total	**11**	**55**	**9**	**45**	**20**
Q3 (a)	2		1		
(b)	2		1		
(c)	2		2		
(d)	5		5		
Total	**11**	**55**	**9**	**45**	**20**
Q4 (a)	2		0		
(b)	0		2		
(c)	4		2		
(d)	5		5		
Total	**11**	**55**	**9**	**45**	**20**

Section B: Cognitive Psychology

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and evaluation (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q5 (a)	2		0		
(b)	0		3		
(c)	5		0		
(d)	4		6		
Total	**11**	**55**	**9**	**45**	**20**
Q6 (a)	2		0		
(b)	2		0		
(c)	2		4		
(d)	5		5		
Total	**11**	**55**	**9**	**45**	**20**
Q7 (a)	2		0		
(b)	0		3		
(c)	5		0		
(d)	4		6		
Total	**11**	**55**	**9**	**45**	**20**
Q8 (a)	2		0		
(b)	2		0		
(c)	2		4		
(d)	5		5		
Total	**11**	**55**	**9**	**45**	**20**