



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Psychology B

Unit PYB2

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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, ie 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.

General Approach

| | | |
|---------------|--|--|
| 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**QUESTION 1**

(a) Identify **two** techniques which could be used to measure Ryan's attitude (2 marks)

[AO1 = 2, AO2 = 0]

1 mark each (up to 2) for Likert scale, semantic differential, TAT, Rorschach, Thurstone scale, physiological measures/bogus pipeline technique. Accept "projective test" if TAT or Rorschach not identified. Also credit identification by description. Do not credit "direct" or "indirect" tests.

(b) What do psychologists mean by *discrimination*? Illustrate your answer with an example from the description above. (2 marks)

[AO1 = 1, AO2 = 1]

Acting inequitably/differently/negatively towards an attitude object (accept alternative wording, eg "behaviour or component of prejudice") (1) 'Ryan always avoids sitting next to any member of the "Crew"' (1) calls them the "So Sad Crew".

(c) Identify **three** components of attitudes and illustrate **each** with an example from the description above. (6 marks)

[AO1 = 3, AO2 = 3]

1 mark each for Affective, Behavioural/Conative, Cognitive (accept by description).

1 mark each for correctly linking these with the examples as follows:

Affective – He often feels angry when they use words he does not understand/He disliked the "Crew".

Behavioural/Conative – 'Ryan avoids sitting next to any member of the "Crew"'.
Cognitive – He believes that teachers treat them (the Crew) more favourably.

- (d) Describe and discuss **two** psychological explanations for Ryan’s prejudice against the “So Sad Crew”. (10 marks)

[AO1 = 5, AO2 = 5]

Likely explanations include Social Identity Theory, Competition for Resources (aka Realistic Conflict Theory) and the Authoritarian Personality. Other plausible answers, such as acquisition of attitudes/stereotypes through Social Learning should also be credited.

Although studies are not asked for, these should be credited (as AO2) if they are successfully cited to evaluate an explanation. AO1 marks are not available for evidence of studies.

AO1 1 mark each for identifying explanations (up to 2 marks), plus up to 2 marks for accurate description of each.

AO2 5 marks for discussion which may include:

Specifically applying an explanation to the scenario, eg in SIT, the “Squad” is the in-group. Analysis: how the explanation works, eg repressed hostility to parents is directed towards object of prejudice.

Evaluation: relevant positive and negative points, eg explanation is supported by evidence.

Appropriate comments on the implications of evidence cited.

Only one explanation – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Detailed, clear and accurate description, analysis and evaluation of explanations. Little error or irrelevance. Appropriate use of terminology. Explanations are specifically related to the scenario.

7 - 4 marks **Average answers**

In this band, analysis and evaluation may be limited or the answer not specifically linked to the scenario. In the top half of the band two recognisable explanations will be described and some analysis/evaluation will be present. In the bottom half of the band, answers are likely to be mainly descriptive, or with only one recognisable explanation, or have significant inaccuracies.

3 - 1 marks **Poor answers**

Answers in this band may include a brief, inaccurate or confused account of a relevant explanation. Alternatively, the answer may be largely irrelevant, but contain some genuine and relevant psychological insight or analysis.

Total AO1 marks for Question 1 = 11

Total AO2 marks for Question 1 = 9

Total marks for Question 1 = 20 marks

QUESTION 2

(a) Outline what is meant by the term *informational conformity*. Illustrate your answer with an example. (3 marks)

[AO1 = 2, AO2 = 1]

Any 2 marks from:

Acting as others do/acting according to a social norm (1) in a situation of uncertainty/ambiguity (1) where other group members are likely to know what behaviour is appropriate/required (1), by using social comparison (1).

Plus 1 mark for example such as a non-Muslim visitor to a mosque removing their shoes.

(b) (i) Which is an example of obedience? In your answer book, write **A, B** or **C**.
(ii) Which is an example of conformity? In your answer book, write **A, B** or **C**. (2 marks)

[AO1 = 0, AO2 = 2]

(i) A (1 mark)

(ii) B (1 mark)

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

[AO1 = 5, AO2 = 0]

Asch's basic study – the line-judging task – is the expected answer, although variations on this to test the influence of factors such as group size, presence of a dissenter, task difficulty are also acceptable.

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 at least two issues which have arisen in empirical studies of obedience. (10 marks) |
|---|

[AO1 = 4, AO2 = 6]

Students are most likely to answer with methodological and/or ethical criticisms of studies by Milgram and Hofling.

AO1 1 mark each for clearly and specifically identifying, plus 1 mark each for elaborating, relevant issues including:

Ethics - participant distress, deception, lack of informed consent, no option to withdraw etc.

Methodology – the obedience situation lacked ecological validity (Milgram’s study) – everyday obedience does not involve people being asked to give others dangerous electric shocks.

Where candidates have interpreted the question as asking about factors, such as proximity, setting, perceived authority, etc, some credit should be given.

AO2 6 marks for discussion which may include:

application of the issues to specific features of studies;
 analysis of effects, eg why a study might cause psychological harm;
 analysis of issue, eg why deception was necessary, whether Hofling’s study was more ecologically valid;
 evaluation of criticisms made, eg Milgram’s defence, use of ‘dehoax’, potential benefits of the research.

Only one issue – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately state and describe at least two ethical and/or methodological issues, appropriately apply them to empirical studies, and competently analyse/evaluate them. For full marks, some counter-criticism should be present. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band, two issues will be described accurately and some analysis/evaluation of each should be present, though there may also be some irrelevant material. Lower in the band will be answers which only succeed in identifying one issue, or which include little analysis/evaluation.

3 - 1 marks **Poor answers**

Answers in this band may be little more than descriptions of key studies. However some indication of an issue must be present to score any marks. Vague, over-generalised attacks on Milgram are likely to fall into this band.

Total AO1 marks for Question 2 = 11

Total AO2 marks for Question 2 = 9

Total marks for Question 2 = 20 marks

QUESTION 3

(a) Identify **two** types of bias or error which psychologists believe can influence the attribution process. (2)

[AO1 = 2, AO2 = 0]

1 mark each up to 2 for any of the following: fundamental attribution error; actor/observer effect; self-serving attribution bias, false consensus effect/the fallacy of representative behaviour, group-serving/ethnocentric attribution bias, the importance of consequences (the more serious, the more likely is the FAE), the illusory causation effect. Accept identification by description.

(b) Outline what is meant by a *social schema*. (2 marks)

[AO1 = 2, AO2 = 0]

A set of ideas/cognitions/mental representations (1) about people/individuals/groups (1). Second mark can also be obtained by giving an example/type of social schema, eg self-schema, person schema, role schema, event schema/script.

(c) Benazir goes for a job interview.

Explain how **both**

(i) *the primacy effect*

and

(ii) *stereotyping*

might influence how the interviewers perceive Benazir.

(6 marks)

[AO1 = 2, AO2 = 4]

AO1 1 mark each for clearly communicating, either by definition or implication, the meaning of each concept.

AO2 2 marks each (up to 4) for applying each concept to the interview situation. For example, 1 mark for specifying that the interviewer might form a positive impression (1) if Benazir was apparently confident, actively involved at the start of the interview (1).

(d) Describe and discuss **at least two** factors which, according to psychologists, are likely to affect a person's self-perception. Refer to psychological theory **and/or** evidence in your answer.

(10 marks)

[AO1 = 5, AO2 = 5]

The question enables candidates to write about self-image, self-schemas and self-esteem. Likely factors include: social comparison, the 'looking glass' effect, group membership, identification with others, experience of roles played, social class, parental approval, physical appearance, school performance and experience of leadership. Candidates may refer to Social Identity Theory, Argyle's analysis of self-perception factors and studies such as Coopersmith (1967).

AO1 Up to 5 marks. 1 each for identifying relevant factors, plus up to 2 each for describing how each factor operates. One mark only for accurate description of a study.

AO2 Up to 5 marks for:
 supporting the claims of factors with evidence;
 illustrating factors with examples;
 analysis of the implications of evidence, eg correlational studies;
 evaluation of the relative influence of different factors.

Only one factor – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately state and describe two factors and competently analyse/evaluate them. Appropriate psychological evidence is provided. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band, two factors will be described accurately and some analysis/evaluation of each should be present, though there may also be some irrelevant material. Some psychological evidence will be present. Lower in the band will be answers which only succeed in identifying one factor, or which include little analysis/evaluation. The bottom half of the band will contain answers unsupported by evidence.

3 - 1 marks **Poor answers**

Mainly common-sense answers. To score in this band there must be some relevant psychological content.

Total AO1 marks for Question 3 = 11

Total AO2 marks for Question 3 = 9

Total marks for Question 3 = 20 marks

QUESTION 4

(a) Outline what is meant by a *dominant response*. (2 marks)

[AO1 = 2, AO2 = 0]

The most likely behaviour of an individual in a given situation (1) plus 1 mark for **either**: facilitated by the presence of others/increased arousal (1) **or** which will be different in skilled and unskilled individuals (1). Accept alternative wording. Also accept one of these points made with the use of an example. Examples alone should not be credited.

(b) Two psychological explanations of arousal are

A: *evaluation apprehension*;

B: *distraction*.

Decide which of these explanations is more likely in **each** of the examples below.

- (i) A footballer feels nervous because he knows that television commentators will be discussing his performance.
- (ii) A swimmer, who is used to performing in front of cameras, achieves the fastest time in her career when she knows that her new boyfriend's parents are watching the event on television.
- (iii) A researcher finds that participants take longer to complete a task when there is a sleeping person in the same room, compared with when they are alone.

In your answer book, write either **A** or **B** as the answer to **each** part of this question. (3 marks)

[AO1 = 0, AO2 = 3]

- (i) A
- (ii) A
- (iii) B

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

[AO1 = 5, AO2 = 0]

Likely studies include: Triplett (1898), Travis (1925), Allport (1924), Dashiell (1930), Pessin (1933), Zajonc et al (1969), Saunders et al (1978), Michaels et al (1982), Worryingham & Messick (1983), MacCracken & Studulis (1985), Schmitt et al (1986), Baris et al (1988).

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 the influence of cohesion in relation to two different types of sport. | <i>(10 marks)</i> |
|---|-------------------|

[AO1 = 4, AO2 = 6]

Candidates have the opportunity to discuss the effect of cohesion on performance and satisfaction, including the ‘circular model’ of linking these three factors. They should also consider the view that high team cohesion leads to good performance in high interaction sports (football, hockey, basketball), but less good performance in low interaction sports (bowling, archery).

AO1 4 marks for description of relevant models and concepts including team cohesion, task cohesion and social cohesion, different types (ie high and low interaction) of sport.

AO2 6 marks for:
 analysis of the nature of cohesion (team cohesion as social cohesion plus task cohesion);
 analysis of the relationship between cohesion and performance (correlation, positive or negative);
 application of concepts to different types of sport (high and low interaction);
 use of empirical evidence to illustrate concepts and evaluate a model;
 evaluation of evidence cited.

Mark Bands

10 - 8 marks **Good answers**

Detailed and accurate description, analysis and evaluation of the influence of cohesion, with specific reference to two different types of sport (low and high-interaction). Answers will recognise that increased cohesion will sometimes lead to improved performance, but not in all circumstances.

The answer directly addresses the question, with little error or irrelevance.

7 - 4 marks **Average answers**

Answers in this band will successfully describe some of the relevant concepts. Answers may be one-sided, or not applied to types of sport, or will include only a little appropriate evaluation/analysis.

At the bottom of the band answers may be purely descriptive.

3 - 1 marks **Poor answers**

Answers in this band will include some relevant psychological content, eg a definition of cohesion. In other respects the answer may be dominated by a common-sense account, fail to engage with the question and be mainly irrelevant.

Total AO1 marks for Question 4 = 11

Total AO2 marks for Question 4 = 9

Total marks for Question 4 = 20 marks

QUESTION 5

(a) Identify **three** factors which psychologists have found can influence or bias visual perception.

(3 marks)

[AO1 = 3, AO2 = 0]

1 mark each for any three from: motivation, expectation, emotion, culture, perceptual set, perceptual defence, beliefs, context, instructions, past experience, individual differences, reward, punishment. Accept identification by description.

(b) Identify **three** features of a top-down theory of information processing.

(3 marks)

[AO1 = 3, AO2 = 0]

1 mark each for any three from: our perceptions are hypotheses (1) based on past experience (1) and prior knowledge/stored information (1), going beyond sensory information (1) involving inferences (1), an active, constructive process (1) which is concept-driven (1), indirect (1).

(c) Line A is actually the same length as line B, although many people perceive it to be longer. Briefly explain this illusion.

(4 marks)

[AO1 = 0, AO2 = 4]

Any four marks as follows: the diagonal lines provide depth/distance cues (1) based on linear perspective/like railway lines converging in the distance (1) so that line A is assumed to be further away than line B (1). Size constancy scaling (1) is then misapplied/automatically scales up the perceived length of A to allow for distance (1) even though the lines produce same-sized retinal images (1).

- (d) Describe and discuss Deutsch and Deutsch's model of selective attention. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 5 marks for identifying features of the theory including: linear, limited capacity, late-bottleneck, pertinence model, all information is semantically processed below the level of conscious awareness, information with relevance (pertinence) is selected for conscious attention at the response stage. Up to 2 of these marks may be awarded for an accurate diagram of the model. Up to 2 of these marks may also be awarded for accurate description of relevant studies (1 each).

AO2 5 marks for discussion which may include: appropriate comments on the **implications of evidence** cited, eg supported by studies (such as MacKay 1973) which show that unattended messages in shadowing tasks can influence responses.

Analysis of the implications of the theory, eg for cognitive effort.

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

This evaluation might point out that the model is consistent with the evidence of studies which Broadbent's theory cannot explain, such as the cocktail party phenomenon.

Criticisms might include the view that the theory makes the implausible assumption that all messages are processed (demanding enormous cognitive effort), with the counter-argument that unconscious processing requires little effort. Treisman's theory is more economical and explains the data just as well. 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 (as Kahneman suggests).

Evaluation of studies cited.

Likely studies include Treisman & Geffen (1967), Cherry (1953), Moray (1959), MacKay (1973), Corteen & Wood (1972), Wright et al (1975), Johnston & Wilson (1980).

No evidence of studies – 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

Total marks for Question 5 = 20 marks

QUESTION 6

(a) Using an example, state what is meant by the term *episodic memory*. (2 marks)

[AO1 = 1, AO2 = 1]

Memory for events/personal experiences (1) plus example (1).

(b) The multi-store model of memory identifies a long-term memory store and a short-term memory store. Identify **two** differences between these memory stores. (2 marks)

[AO1 = 2, AO2 = 0]

1 mark each for any two including: duration, capacity, coding. Accept alternative wording for these concepts, and other plausible answers, eg about types of forgetting related to each store, or the primacy and recency effects.

(c) A researcher is investigating the levels of processing model of memory. She shows participants printed words such as 'hat', 'DOCK' and 'smoke'. After each word, she asks one of three questions:

- “Does it rhyme with ‘joke’?”
- “Can you wear it?”
- “Is it in capitals?”

Later she asks her participants to recall as many words as they can. She finds that the type of question asked affects recall.

Identify **three** levels of processing and match **each** one with one of the three questions listed above.

(6 marks)

[AO1 = 3, AO2 = 3]

1 mark each for identifying levels plus 1 mark each for correctly linking questions with levels as follows:

“Does it rhyme with ‘joke’?” – Phonetic/acoustic

“Can you wear it?” – Semantic/deep

“Is it in capitals?” – Structural/shallow/visual

Note: if levels are correctly identified but not correctly linked, 1 mark for each level should be awarded.

(d) Describe and discuss the working memory model. Refer to empirical evidence in your answer.

(10 marks)

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks. 1 each (up to 2) for identifying components: central executive, articulatory loop, primary acoustic store, visuo-spatial sketchpad (accept inner ear, etc), plus 1 mark each for correctly describing these. Also credit other features of the model, eg not a unitary store, limited capacity and duration, a development of short-term memory (1 mark each, up to 2). Up to 2 marks (1 each) for accurate detail of relevant studies.

AO2 Up to 5 marks as follows:

Application of knowledge of the model to examples, eg use of articulatory loop as temporary store for short sequences of words or digits.

Analysis of how WM functions, according to the model, eg the idea that dual tasks are unimpaired if they rely on different slave components.

Citing relevant studies specifically to support or refute the model.

Evaluation of the model.

No empirical evidence – maximum 5 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe a version of the model, including the components, and cite relevant studies appropriately. Analysis and evaluation will be sound and supported by reference to at least one study. There will be little irrelevance.

7 - 4 marks **Average answers**

In the top half of the band will be a recognisable description of the model and of one relevant study. Evaluation and analysis may be limited and some inaccuracy and/or irrelevance will be present. In the bottom half of the band will be answers in which an important element is absent, such as no studies, no evaluation/analysis or inaccurate/inadequate description.

3 - 1 marks **Poor answers**

Answers which contain some relevant information – probably components – but which are confused, inaccurate or largely irrelevant. Answers which describe the wrong model are unlikely to score marks.

Total AO1 marks for Question 6 = 11

Total AO2 marks for Question 6 = 9

Total marks for Question 6 = 20 marks

QUESTION 7

- (a) (i) Identify the type of reasoning which is used to make judgements about the likelihood of events occurring.
- (ii) Identify the type of reasoning in which generalisations are made from specific observations. (2 marks)

[AO1 = 2, AO2 = 0]

- (i) Probabilistic (1)
(ii) Inductive (1)

- (b) Using an example, state what is meant by a *convergent cognitive style*. (2 marks)

[AO1 = 1, AO2 = 1]

Thinking directed towards a single right answer (AO1 = 1), eg in answering an IQ test item/solving a simple mathematical problem (AO2 = 1).

- (c) Identify **three** criteria for language and give an example to illustrate **each** one. (6 marks)

[AO1 = 3, AO2 = 3]

1 mark (up to 3) for each criterion identified, plus 1 mark each for appropriate illustration.

Possible answers:

Semanticity, eg 'Dog' refers to a class of four-legged mammals.

Arbitrariness, eg 'Dog' does not look, sound, or smell like a dog.

Displacement, eg I used to have a dog called 'Spot'.

Prevarication, eg 'My dog could fly, actually.'

Structure dependence, eg 'The dog bit the man' has a different meaning to 'The man bit the dog'.

Reflectiveness, eg 'This is another sentence about language.'

Turn-taking, eg 'A: I used to have a dog called 'Spot'. B: So did I'

Other criteria such as openness/creativity, tradition, duality of patterning, learnability, use of vocal-auditory channel, cultural transmission, spontaneous usage should be credited, although they may be difficult to illustrate.

(d) Describe and discuss Whorf's view of the relationship between language and thought. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 5 marks for description of linguistic relativity theory, the strong and weak versions, including up to 3 marks for detail of procedure/results of studies.

AO2 Evaluation may include:
 ...statements about the implications of studies which support/refute the theory;
 ...methodological criticisms of those studies;
 ...theoretical criticisms such as the point that thinking without language is possible (eg visual or acoustic imagery), Whorf's use of anecdotal evidence;
 ...and statements of alternative theories provided they bear on the validity of Whorf.

Likely studies are those of Carroll and Casagrande (1958), Brown and Lenneberg (1954), Carmichael, Hogan and Walter (1932), Berlin and Kay (1969), Heider and Oliver (1972), Rosch (1973), Bornstein et al (1976), Luria and Yudovich (1956), Robertson et al (cited in Hnalon, 1999), Newstead (1995), Pinker (1997), Corrigan (1978), Sinclair-de-Zwart (1969).

No evidence of studies – maximum 5 marks

Mark Bands

10 - 8 marks **Good answers**

Accurate description of the theory, several relevant studies described including at least one which supports and one which refutes the strong version. Additional evaluation (such as of methodology or theory) must be present to score in this band.

7 - 4 marks **Average answers**

Answer shows understanding of linguistic relativity hypothesis (though may not distinguish between strong and weak versions). In the top half of the band there will be some correct evaluation. Answers in the bottom half of the band may contain inaccuracies, or be entirely descriptive.

3 - 1 marks **Poor answers**

Some understanding shown (possibly not explicit but by implication) of Whorf's theory. Alternatively, some accurate information about relevant studies.

Total AO1 marks for Question 7 = 11

Total AO2 marks for Question 7 = 9

Total marks for Question 7 = 20 marks

QUESTION 8

| | |
|---|-----------|
| (a) Outline what psychologists mean by the term <i>repression</i> . | (2 marks) |
|---|-----------|

[AO1 = 2, AO2 = 0]

Any two marks from: a type of forgetting (1) which serves as a defence mechanism (1) in which upsetting experiences or cognitions are lost/become inaccessible (1), are placed in the unconscious (1).
One of these marks may be obtained by implication from an example.

| | |
|---|-----------|
| (b) Researchers found that children aged six to eight years took the same amount of time to recognise familiar faces whether they were shown upside down or the right way up. Does this finding support the feature analysis or the holistic forms explanation of face recognition? Justify your answer. | (3 marks) |
|---|-----------|

[AO1 = 0, AO2 = 3]

Feature analysis (1) because the orientation/configuration of the face made no difference (1), so that the children must have used features alone in recognition (1). Accept alternative wording. [Note: the study referred to is Carey and Diamond (1977)]

Alternatively, answers showing some accurate knowledge of the holistic model should receive 1 mark.

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

[AO1 = 5, AO2 = 0]

Likely answers include case studies of H.M. and Clive Wearing, and experimental studies such as Yarnell & Lynch (1970) (concussion), Squire & Cohen (1982) (ECT), Bloom & Lazerson (1988) (Korsakoff's).

Note that the following are not studies of amnesia: studies of normal age-related changes in memory abilities such as Baddeley et al (1994) and Harris & Sutherland (1981). Equally, studies of repression are not relevant. Descriptions of causes of amnesia should not be credited.

Where a case study is appropriate, the aim may be expressed as a general rationale, the method may be less structured and the results/conclusions expressed rather as a general outcome.

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 the reliability of eye-witness testimony. Refer to empirical evidence in your answer.

(10 marks)

[AO1 = 4, AO2 = 6]

The main focus of this question is consideration of conflicting evidence of the reliability of EWT. On one hand, the work of Loftus and the view that memory is reconstructive suggest that eye-witnesses are likely to be unreliable. On the other hand, evidence of witnesses to actual crimes suggests recall can be very accurate. This discussion is likely to make use of 'leading question' studies by Loftus et al contrasted with Yuille & Cutshall.

Candidates also have the opportunity to make the point that reliability depends on various factors (context, stress, weapon focus, etc) – and go on to outline these, perhaps suggesting how reliability could be increased using techniques such as the cognitive interview.

AO1 1 mark each for giving reasons/factors/theoretical justifications why eye-witness testimony may be unreliable or could be improved. Up to 2 marks can be awarded in this total of 4 for accurate detail of studies (1 each).

AO2 Up to 6 marks for discussion which may include:
 The use of evidence to support the effect of factors
 Analysis of the implications of studies
 Evaluation of studies. (Expect comments on ecological validity)
 Analysis of how factors may influence reliability.

No evidence of studies – maximum 5 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which present arguments on both sides of the debate, both supported by relevant evidence. Accurate and detailed evaluation and analysis of evidence and factors are present. Little or no irrelevant material.

7 - 4 marks **Average answers**

Answers which present arguments on both sides of the debate which include significant inaccuracy/irrelevance, or brief, partially-flawed analysis/evaluation. Alternatively more accurate answers supported by evidence but which are one-sided, eg only argue that EWT is unreliable. At the bottom of the band will be answers which are purely descriptive.

3 - 1 marks **Poor answers**

Answers which identify at least one factor, or one relevant study but which are brief, confused, inaccurate or largely irrelevant.

Total AO1 marks for Question 8 = 11

Total AO2 marks for Question 8 = 9

Total marks for Question 8 = 20 marks

Assessment Objective 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) | 2 | | 0 | | |
| (b) | 1 | | 1 | | |
| (c) | 3 | | 3 | | |
| (d) | 5 | | 5 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q2 (a) | 2 | | 1 | | |
| (b) | 0 | | 2 | | |
| (c) | 5 | | 0 | | |
| (d) | 4 | | 6 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q3 (a) | 2 | | 0 | | |
| (b) | 2 | | 0 | | |
| (c) | 2 | | 4 | | |
| (d) | 5 | | 5 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q4 (a) | 2 | | 0 | | |
| (b) | 0 | | 3 | | |
| (c) | 5 | | 0 | | |
| (d) | 4 | | 6 | | |
| 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) | 3 | | 0 | | |
| (b) | 3 | | 0 | | |
| (c) | 0 | | 4 | | |
| (d) | 5 | | 5 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q6 (a) | 1 | | 1 | | |
| (b) | 2 | | 0 | | |
| (c) | 3 | | 3 | | |
| (d) | 5 | | 5 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q7 (a) | 2 | | 0 | | |
| (b) | 1 | | 1 | | |
| (c) | 3 | | 3 | | |
| (d) | 5 | | 5 | | |
| Total | 11 | 55 | 9 | 45 | 20 |
| Q8 (a) | 2 | | 0 | | |
| (b) | 0 | | 3 | | |
| (c) | 5 | | 0 | | |
| (d) | 4 | | 6 | | |
| Total | 11 | 55 | 9 | 45 | 20 |