

GCE 2005  
*January Series*



# Mark Scheme

## Psychology B Specification

### PYB2 Social and Cognitive Psychology

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell Director General.*

## PYB2

### 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 should:

- 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

<b>Band 1</b>	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.
<b>Band 2</b>	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.
<b>Band 3</b>	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 **two** explanations that psychologists have given for prejudice.

(2 marks)

[AO1 = 2, AO2 = 0]

1 mark each for any two from: social identity theory, the authoritarian personality, competition for resources/inter-group conflict/realistic conflict, social learning theory/social influence/conformity, stereotyping, scapegoating.

(b) Outline what is meant by the term *discrimination*.

(2 marks)

[AO1 = 2, AO2 = 0]

Acting inequitably/differently/negatively towards a person or attitude object /behavioural component of prejudice (1) especially on the basis of sex/race/social class, etc (1) accept appropriate example as second mark.

(c) Sunil has recently joined a group which aims to close down zoos. He believes that animals in zoos suffer distress because their freedom is restricted when they are kept in cages. When he sees pictures of caged animals, he feels upset and angry.

Name **three** components of attitudes and illustrate **each one** with a statement from the description above. (6 marks)

[AO1 = 3, AO2 = 3]

1(A01) mark each up to 3 for naming each component, plus 1 (A02) mark each for correct linking with a quotation from the scenario, or its paraphrase. (Any order)

Behavioural/conative (1) - Sunil has recently joined a group which aims to close down zoos. (1)

Cognitive (1) - He believes that animals in zoos suffer distress because their freedom is restricted. (1)

Affective (1) - When he sees pictures of caged animals he feels upset and angry. (1)

- (d) A friend asks Sunil to join a protest to prevent people from visiting a local zoo, Sunil refuses to take part in this kind of action.

Referring to the example of Sunil, discuss the relationship between attitudes and behaviour. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

**AO1** Up to 4 marks for description which is likely to include recognition that behaviour is not always consistent with attitudes (1) and that consistency is influenced by situational factors/or reference to such factors (1). Up to 3 of these marks can be gained from descriptions of studies, with a maximum of 2 marks for one study described accurately.

**AO2** Up to 6 marks for:  
**Analysis** of the relationship, including (a) statement of the effect of factors on consistency; (b) explaining why factors such as consequences, perception of social norms, motivation to conform, attitude strength and specificity, accessibility, directness of experience, personal relevance and self-awareness lead to inconsistency; (c) explaining why consistency theories would lead us to expect consistency; (d) suggesting that intentions are a better guide to behaviour.  
**Evaluation** of arguments, eg by criticising consistency theories, and by stating the implications of studies to support or refute arguments. **Application** of points to the scenario.  
**Evaluation** of studies.

**No empirical evidence – maximum 5 marks**

### Mark Bands

10 - 8 marks **Good answers**

The relationship is clearly and accurately analysed, with specific reference to influencing factors. The possibility that behaviour might or might not be consistent with attitude is explicitly stated. There is relevant evaluation and application to the scenario. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

Some accurate analysis is present, though this may rely heavily on one empirical study. Answers address the question, but fail to mention relevant factors, fail to refer to the scenario, or are mainly descriptive.

3 - 1 marks **Poor answers**

Answers which include some relevant information (such as a study), but which otherwise fail to address the question. Common-sense answers without discernable psychological content (description or evidence) will score no marks.

Total AO1 marks for Question 1 = 11

Total AO2 marks for Question 1 = 9

**Total marks for Question 1 = 20 marks**

2

**Total for this question: 20 marks**

(a) Outline what is meant by <i>informational conformity</i> .	(2 marks)
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**[AO1 = 2, AO2 = 0]**

Acting as other members of a group act/acting consistently with group norms/accepting what group members say (1) when uncertain about the correct way to act/when lacking knowledge/expertise/in an ambiguous situation (1)

Accept one of these if conveyed by a clear example.

(b) Outline what is meant by <i>normative conformity</i> .	(2 marks)
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**[AO1 = 2, AO2 = 0]**

Several alternative answers (or variations of these) are possible:

Changing/adapting one's behaviour/attitude to that of a group (1) in order to fit in (1) or

Yielding to group pressure (2) or

Acting consistently with group norms (1) to gain acceptance/avoid rejection (1)

Accept one of these if conveyed by a clear example.

(c) According to Milgram's research, several factors can influence obedience.
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As part of a police training course, the trainees and instructors spend a week out of uniform at a run-down outdoor-activities centre. The trainees are sent out in groups, and the instructors remain at the centre, giving them orders by mobile phone.

From the description above, identify **three** factors that, according to Milgram, can influence obedience. State the likely effect of **each** factor on the obedience of the trainees. (6 marks)

**[AO1 = 3, AO2 = 3]**

1 (A02) mark up to 3 for identifying each reason, plus 1 (A01) each for direction of effect.

Likely answers:

The instructors are not wearing uniforms (1) this will reduce obedience (1)

The centre is run down(1) this will reduce obedience (1)

The instructors are not with the trainees/low proximity/orders given by mobile phone (1) this will reduce obedience (1)

The trainees are sent out in groups (1) this may reduce obedience (if one disobeys)/or increase obedience (if other group members obey) (1)

(d) Discuss Asch's research into conformity. (10 marks)

[AO1 = 4, AO2 = 6]

- AO1** Up to 4 marks (1 each) for description of Asch's research including the design of the basic line-judging experiment; plus variations of group size; social support; and task difficulty. 1 mark for additional accurate detail of one of Asch's studies, eg percentage of conforming trials.
- AO2** Up to 6 marks for  
**Analysis** which might include Asch's identification of reasons for conformity, and comment on the surprisingly high frequency of agreement with obviously wrong answers.  
**Evaluation** of Asch's work, including comparisons with previous studies such as Sherif (an unambiguous right answer); comparisons with later studies/replications, eg "child of its time"; cultural variations; methodological comment (control of variables – neutral and critical trials, lack of ecological validity, time-consuming design, sample all male); ethical comment (deception, stress); plus comment on the influence of Asch's work on later research.  
 Comments on the implications of studies.

### Mark Bands

10 - 8 marks **Good answers**

Accurate and detailed description of a range of Asch's studies combined with sound analysis/evaluation on the basis of one of the grounds (probably methodology or ethics) listed above. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

Answers with accurate description of studies but little analysis/evaluation, or answers including description and analysis/evaluation which are marred by vagueness, inaccuracy and or irrelevance.

3 - 1 marks **Poor answers**

Answers which contain some relevant information but which do no more than describe the basic experiment, or which include some accurate description and/or evaluation but also several serious misunderstandings.

Total AO1 marks for Question 2 = 11

Total AO2 marks for Question 2 = 9

**Total marks for Question 2 = 20 marks**

3

**Total for this question: 20 marks**

(a) Outline what is meant by a <i>social schema</i> .	(2 marks)
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**[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.

(b) Explain what is meant by a <i>dispositional attribution</i> .	(2 marks)
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**[AO1 = 1, AO2 = 1]**

Making a judgement that the cause of a person's behaviour (1, A02) is their personal characteristics/is internal/not situational. (1, A01) One of these marks can be obtained by implication using an example.

(c) According to the covariation model, there are three components that influence the type of attributions we make.	
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“Southenders” is a TV soap opera which is watched by millions of people. Gordon never misses an episode of “Southenders”. However, he does not watch any other soap operas.

Identify the **three** components of the covariation model, and illustrate **each** component with reference to the description above. (6 marks)

**[AO1 = 3, AO2 = 3]**

1 A01 mark each for identifying components plus 1 A02 mark each for illustration. (Any order)

Consensus (1)                    ‘Southenders’ is watched by millions of people (1)

Consistency (1)                Gordon never misses an episode (1)

Distinctiveness (1)            he does not watch any other soap operas (1)



(d) Describe and discuss empirical research into the primacy effect in impression formation. (10 marks)
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[AO1 = 5, AO2=5]

**AO1** Up to 5 marks for description of studies, with 1 mark each awarded for each descriptive point. Max 3 marks for one study well described. Likely studies include Asch's trait list study, Luchins' 'Jim' and Jones et al '30 questions' study.

[Note that studies of central & peripheral traits are not relevant here because they do not manipulate the order in which information is presented.]

**AO2** Up to 5 marks as follows...

**Analysis** of conclusions/implications of studies, eg early information shapes a person schema; influences the interpretation of later information; may lead to discounting of later conflicting information; or less attention being paid later; effect less likely to occur if participants instructed to attend carefully to all information; or with people we already know.

**Evaluation** of studies, eg lack of ecological validity in Asch's & Luchins' studies; compared with Jones et al; and compared with everyday life situations, eg interviews; effective control of variables in each study.

Application of research to real life, eg training interviewers.

### Mark Bands

10 - 8 marks **Good answers**

Detailed, clear and accurate description of a range of studies, with analysis of conclusions, and sound evaluation. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

Description and evaluation of a study or studies present, but lacking detail, or with some inaccuracy or misunderstanding. Alternatively description of studies may be accurate and detailed, but other required features may be absent or done poorly. Some irrelevant studies might be included.

3 - 1 marks **Poor answers**

Brief, inaccurate or confused answers which contain some relevant information.

Total AO1 marks for Question 3 = 11

Total AO2 marks for Question 3 = 9

**Total marks for Question 3 = 20 marks**

4

**Total for this question: 20 marks**

- (a) Outline what is meant by a *dominant response*. Illustrate your answer with an example based on a sporting activity. (3 marks)

**[AO1 = 2, AO2 = 1]**

The most likely behaviour of an individual in a given situation (1 A01) Plus 1 A01 mark for **either**: facilitated by the presence of others/increased arousal **or** which will be different in skilled and unskilled individuals. Accept alternative wording. Plus 1 A02 mark for relevant example, eg an experienced player scoring a penalty.

- (b) Outline the relationship between team cohesion and performance in **one** type of sport. Give an example of this type of sport. (3 marks)

**[AO1 = 2, AO2 = 1]**

2 A01 marks for outlining relationship, plus 1 A01 mark for appropriate sport example.

The candidate can choose **either** a high interaction sport example (football/hockey/ basketball/ cricket) (1) and state that the relationship is a positive (1) correlation/association (1) – accept alternative wording (for one mark)

**or** a low-interaction sport example (archery/shooting/team golf) (1) and state that the relationship is a negative (1) correlation (1)

- (c) The manager of Dalton Rovers football team decides to offer a bonus to his players whenever they score a goal. The manager considers the following two options:

- (i) to pay £1000 to any player who scores a goal;
- (ii) to share £1000 equally among the whole team whenever a goal is scored.

Use your knowledge of psychology to explain the likely effects of these two options on team cohesion. (4 marks)

**[AO1 = 2, AO2 = 2]**

(i) This is likely to reduce team cohesion (A02:1) plus relevant knowledge, eg because the players will be competing against each other to win the money (A01:1)

(ii) This is likely to increase team cohesion (A02:1) plus relevant knowledge, eg because the players are more likely to get the bonus if they co-operate/work together (A01:1)

- (d) Dave is a cricketer who is playing in the England team for the first time. In his first match his performance is poor. He scores few runs and drops two catches.

Describe and discuss **two** psychological explanations for Dave's poor performance in the cricket match. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Up to 5 marks. 1 mark each (up to 2) for identification and up to 2 marks each for description of explanations. Likely explanations: an audience effect; social inhibition; a high level of arousal plus reference to Yerkes-Dodson/inverted U evaluation apprehension; and distraction-conflict; eg caused by barracking from audience. Expertise with the task, and a reduced level of team cohesion because of the new member, could also be made relevant.

**AO2** Up to 5 marks for:  
**Analysis** of the effects on performance of arousal and of evaluation apprehension and distraction-conflict  
**Application** of these explanations to the scenario, eg he drops catches because he is over-anxious to do well; he knows the team selectors will be judging his performance, etc.  
**Evaluation** of explanations, including by specifying the implications of studies.

### Mark Bands

10 - 8 marks **Good answers**

Detailed, clear and accurate description, analysis and evaluation of two explanations. Concepts are applied to the scenario. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

Answers in this band will include reference to at least one explanation, but may contain irrelevant sections or significant inaccuracies. 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 mainly descriptive.

3 - 1 marks **Poor answers**

Answers in this band should identify at least one explanation, though they are likely to be marred by inaccuracy and/or irrelevance. Purely common-sense answers will not score any marks.

Total AO1 marks for Question 4 = 11

Total AO2 marks for Question 4 = 9

**Total marks for Question 4 = 20 marks**

5

**Total for this question: 20 marks**

(a) Identify **three** features of Triesman's model of attention. (3 marks)

[AO1 = 3, AO2 = 0]

1 mark each for any three of the following: single-channel/selective; sequential/information-processing; sensory register; early filter/bottleneck; attenuator/attenuates non-selected inputs, selection on physical characteristics; and for key words/dictionary units; meaning; semantic analysis of non-attended channels; combines top-down and bottom-up processing.

(b) Identify **three other** models of attention, apart from Triesman's. (3 marks)

[AO1 = 3, AO2 = 0]

1 each for any three from: Broadbent's; Deutsch & Deutsch; Norman's; Kahneman's. Also accept identification by explicit description, eg the pertinence model; resource allocation model.

(c) Participants in an experiment were each asked to watch a screen while a series of words was shown. After each word had gone from the screen, the participants had to type in what they had seen. The words used were:

HAT, GLOVES, SCARF, COST.

The researcher found that most participants got the first three words right, but mistakenly reported the last word as COAT.

With reference to perception, explain the researcher's findings. (4 marks)

[AO1 = 0, AO2 = 4]

Up to 4 marks for explanation, 1 each for any of the following points: the earlier words gave rise to a perceptual set; due to expectation; that the last word would also be connected with clothing; this distorted/influenced the participant's interpretation of the last word; because of top down processing; alternatively the participants' expectations might have led them to believe that the last word was misspelled.

(d) Describe and discuss what **each** of the figures below (**Figure 1** and **Figure 2**) tells us about visual perception. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Up to 5 marks. 1 mark each for identifying the Muller-Lyer illusion; as a distortion illusion; and stating which line is seen as longer; and Rubin's vase; as an ambiguous figure; which can be seen as a vase or two faces.

**AO2** Up to 5 marks for .....

**Analysis** of how each illusion/figure operates (eg depth cues in a 2D display, inappropriate size constancy scaling, alternative equally-plausible hypotheses, the gestalt figure-ground principle), and of the implications of illusions. This is likely to refer to direct (Gibson) and indirect (Gregory) theories of perception.

**Analysis** of the implications of illusions (ie that they have little relevance, being untypical 2D displays; and/or that they show that perception involves top-down processes/hypotheses).

**Evaluation** of theories, including with reference to the implications of studies.

ONLY ONE FIGURE PRESENTED - MAX 6 MARKS

### Mark Bands

10 - 8 marks **Good answers**

Accurate description of the two effects, together with well-reasoned analysis and evaluation which directly addresses the question. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

In the top half of the band will be answers which describe the figures correctly, but provide rather limited analysis. Lower in the band will be answers which successfully describe only one of the figures and analyse its implications. Alternatively in the bottom half of the band, answers will be mainly descriptive.

3 - 1 marks **Poor answers**

Answers which include some relevant information – probably limited to factual description of one or both figures. Alternatively answers with some analysis but marred by serious inaccuracy and irrelevance.

Total AO1 marks for Question 5 = 11

Total AO2 marks for Question 5 = 9

**Total marks for Question 5 = 20 marks**

6

Total for this question: 20 marks

(a) What is meant by <i>displacement</i> as an explanation for forgetting?	(2 marks)
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[AO1 = 2, AO2 = 0]

Existing stored information is pushed out by incoming information (1) plus 1 mark for elaboration such as: owing to limited capacity/in short-term memory.

(b) Outline what is meant by <i>episodic memory</i> .	(2 marks)
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[AO1 = 2, AO2 = 0]

Memory for events/episodes in your life/autobiographical memory (1) plus additional information such as: part of long-term memory/stored in relation to time and place/part of “knowing that”/declaratory of memory/appropriate example(1)

(c) In an experiment on forgetting, one group of participants ( <b>Group A</b> ) was asked to read a list of words carefully.	
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Immediately afterwards, a similar group of participants (**Group B**) came into the room. Both groups were then asked to read a second list of words, similar to the first.

Next, both groups were given mental arithmetic problems to solve for ten minutes.

Finally, each participant was asked to write down as many words as he or she could remember from the second list of words.

The results showed that **Group B** participants correctly recalled twice as many words as **Group A**.

(i) Use your knowledge of psychology to explain why <b>Group B</b> performed better than <b>Group A</b> .	(4 marks)
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[AO1 = 2, AO2 = 2]

Group A did worse because participants got the words mixed up with those from the first list (A02:1) ie their recall was affected by interference (A02:1), in this case proactive (A01:1) especially as the words in the two lists were similar (A01:1)

(ii) Explain why the participants were asked to solve mental arithmetic problems before their recall was tested.	(2 marks)
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[AO1 = 0, AO2 = 2]

To prevent rehearsal (1) plus 1 mark for elaboration such as: to clear the recent words from the short-term store/so as to test recall from the long term store/to prevent organisation or elaboration/as a distractor task.

(d) Describe and discuss the multi-store model of memory.	(10 marks)
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[AO1 =5, AO2 = 5]

**AO1** Up to 5 marks for description with 1 mark for naming two stores and 1 mark each for accurate information about the characteristics (duration, capacity and coding) of each store, and for description of rehearsal loop. Up to 3 of these marks can be credited for the same information conveyed by an accurately labelled diagram.

**AO2** Up to 5 marks for...  
**Analysis** which might include interpretation of primacy and recency effects in serial position studies, of the nature of deficits in case studies of neurological damage.  
**Evaluation** is likely to include criticisms of aspects of the model by comparison with later work, such as arguments that the STS and LTS are not unitary stores, and that rehearsal is not a complete explanation of transfer to LTM. Also relevant are comments on the implications of studies for the model.

A wide range of studies are relevant here, 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).

### Mark Bands

10 - 8 marks **Good answers**

Detailed and accurate description of the model, together with sound analysis/evaluation based on theory and/or studies. Credit strengths as well as criticisms. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

Answers giving mainly accurate descriptions of the model which contain little effective evaluation. Alternatively, answers with appropriate analysis/evaluation but limited description. In the bottom half of the band answers might be purely descriptive.

3 - 1 marks **Poor answers**

Answers in this band will contain some of the information required, but may be very brief, confused or marred by serious inaccuracy and or extensive irrelevance.

Total AO1 marks for Question 6 = 11

Total AO2 marks for Question 6 = 9

**Total marks for Question 6 = 20 marks**

7

**Total for this question: 20 marks**

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

**[AO1 = 1, AO2 = 1]**

1 A01 mark for identifying one of the following features: ability to generate a range of solutions to problems/fluency; ability to change problem solving approach/flexibility; ability to generate novel or unusual solution/originality. Plus 1 A02 mark for example which reveals ability, eg using a brick to store paperclips.

(b) For **each** of the statements below, write down in your answer book whether it is an example of deductive reasoning, inductive reasoning or probabilistic reasoning. Label your answers clearly.

(i) Because it is cloudy, it is likely to rain later.

(ii) All cats have whiskers. Thomas is a cat. Therefore, Thomas has whiskers.

(iii) More smokers than non-smokers suffer from heart disease. Therefore, smoking is a cause of heart disease. (3 marks)

**[AO1 = 0, AO2 = 3]**

1 mark each for: (i) Probabilistic (ii) Deductive (iii) Inductive

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

**[AO1 = 5, AO2 = 0]**

The most likely studies are Collins and Quillian (1969/1972), Smith et al (1974), Rips et al.(1973).

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) Describe and discuss **one** theory of the relationship between language and thought. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Up to 5 marks for description of a theory – likely to be Sapir & Whorf, Piaget, Chomsky or Vygotsky. Up to 2 of these marks can be awarded for accurate descriptions of studies (1 each).

**AO2** Up to 5 marks for... **Application** of the theory to examples, and of the implications of studies **Evaluation** of the theory including by comparison with conflicting theories, and the extent to which supported by empirical evidence. Evaluation of the methodology of studies cited.

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), Yamada (1990), Robertson et al (cited in Hanlon, 1999) Newstead (1995), Pinker (1997), Corrigan (1978), Sinclair-de-Zwart (1969)

**No empirical evidence - maximum 5 marks**

### Mark Bands

10 - 8 marks **Good answers**

Accurate and detailed description of the theory, supported by citing of studies. Sound analysis and evaluation including the implications of studies. Mostly relevant, with little misunderstanding.

7 - 4 marks **Average answers**

A theory is adequately described. In the top half of the band there will be appropriate reference to a study, and some appropriate analysis/evaluation. In the bottom half of the band studies may be absent or irrelevant. Alternatively there may be significant inaccuracies, or the answer might be mainly descriptive, lacking effective analysis or evaluation.

3 - 1 marks **Poor answers**

Some relevant information will be present, such as an outline of a relevant theory, or a description of a study. There might be significant inaccuracy and irrelevance.

Total AO1 marks for Question 7 = 11

Total AO2 marks for Question 7 = 9

**Total marks for Question 7 = 20 marks**

8

Total for this question: 20 marks

(a) Outline how long-term alcohol abuse can cause amnesia.	(3 marks)
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[AO1 = 3, AO2 = 0]

1 mark each up to 3 for any of the following points: long term alcohol abuse causes vitamin deficiency of thiamine/B1; due to poor nutrition/most calories from alcohol; resulting in loss of brain cells; Korsakoff's syndrome. Do not credit answers referring to other alcohol-induced memory failure, (not amnesia).

(b) Identify <b>three other</b> causes of amnesia, apart from alcohol abuse.	(3 marks)
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[AO1 = 3, AO2 = 0]

1 mark each up to 3 for any of the following: ECT; (brain) surgery; (age-related) dementia/Alzheimer's; head trauma/injury. Accept repression.

(c) Pauline and Selina both witnessed a serious accident in which a motorist knocked down a pedestrian.	
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A few days later they were each interviewed by different police officers.

One officer asked Pauline, "Did you see the mobile phone the driver was using?"

The other officer showed Selina a photograph of the accident scene and asked her to describe in detail what she saw. He also asked her what she did before, during and just after the accident.

Briefly explain <b>two</b> factors affecting eye-witness testimony in the example above.	(4 marks)
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[AO1 = 0, AO2 = 4]

1 mark each for applying a relevant factor to the scenario, plus 1 mark each explaining its effect.

Likely answers include the following four factors:

- (i) The officer questioning Pauline uses a leading question (1) this is likely to distort her recall of the accident/implant a false memory/reduce her reliability as an eyewitness (1)
- (ii) The officer questioning Selina uses questions as in a cognitive interview (1) this is likely to increase the accuracy of her recall/increase her reliability as an eyewitness (1)
- (iii) The officer questioning Selina enables her to restore the context (1) this is likely to increase the accuracy of her recall/increase her reliability as an eyewitness (1)
- (iv) The accident was serious and probably emotionally upsetting for the witnesses (1) this might increase or decrease the reliability of the witnesses (1).

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

[AO1 = 5, AO2 = 5]

**AO1** Up to 5 marks. 1 mark for identifying an explanation, plus up to 4 for each point of description relevant to the explanation chosen. Credit should be given to the feature analysis model; the distinction between external and internal features; the holistic forms model; the importance of spacing and configuration; template, prototype and recall of distinctiveness explanations; and detail of the Bruce & Young model (FRUs, PINs and name generation). Alternatively, up to 2 marks (1 each) for accurate descriptions of studies.

Relevant studies include Young, McWeeny, Hay and Ellis (1986), Brennan, Baguey, Bright and Bruce (1989), Stanhope and Cohen, Valentine and Bruce, Carey and Diamond, Yin (1969), Haig (1984), Sargent (1984), Young Hellawell and Hay (1987), Woodhead et al (1979).

**AO2** Up to 5 marks for discussion which is likely to include  
**Analysis** of how the processes described work, including identification of the feature analysis explanation as a bottom-up theory, or the holistic form explanation as a top-down theory.  
**Analysis** of the implications of studies, and their use to support or refute explanations.  
**Evaluation** of studies (eg in terms of ecological validity).

**No empirical evidence - maximum 5 marks**

### Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe the explanation and which make appropriate evaluations. Relevant studies used evaluatively. Mostly relevant, with little misunderstanding. 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 or research, but which otherwise are too brief, confused or inaccurate to answer the question effectively.

Total AO1 marks for Question 8 = 11

Total AO2 marks for Question 8 = 9

**Total marks for Question 8 = 20 marks**

### Assessment Objective Grid - PYB2 Social and Cognitive Psychology

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