

General Certificate of Education

Psychology (5186/6186) *Specification B*

PYB2 Social and Cognitive Psychology

Mark Scheme

2006 examination – January series

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.

PYB2

Quality of Written Communication

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
- ensure 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 in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Good quality of written communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, using sentences and paragraphs. There are few errors of grammar, punctuation and spelling. The overall quality of language is such that meaning will be only rarely obscured.

Band 2: Average quality of written communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. There is some evidence of organisation, and use of sentences and paragraphs. Errors of grammar, punctuation and spelling may be frequent but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Poor quality of written communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for quality of written communication.

SECTION A: SOCIAL PSYCHOLOGY

1

Total for this question: 20 marks

(a) Two of the statements below are examples of stereotypes and two are not.

- A** Vegetarians do not eat meat.
- B** Nobody likes a bully.
- C** Women are sensitive to the feelings of others.
- D** Students do not work hard.

In your answer book, write the **two** statements that **are** examples of stereotypes. (2 marks)

[AO1 = 0, A02 = 2]

1 mark each for: 'Women are sensitive to the feelings of others.' 'Students do not work hard.'

(b) Briefly explain what is meant by *consistency* in attitudes. Illustrate your answer with an example. (3 marks)

[AO1 = 1, A02 = 2]

1 (A01) mark for statement of what consistency means: agreement/balance/congruence (accept similar wording) (1) plus 1 (A02) mark for explanation such as: a person's behaviour matches their attitude; positive cognitions and affects go together with positive behaviour; different components have the same valency; agreement between different attitudes. 1 (A02) mark for relevant example - which might be of different components of a specific attitude, attitude-behaviour consistency, or a balanced triad.

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

[AO1 = 5, A02 = 0]

Likely studies include LaPiere (1934), Sherif et al (1961), Tajfel et al (1971), Elliot/Aronson & Osherow (1980), Aronson et al (1978), Davey (1983), Hayden-Thompson (1987).

1 mark: why study was conducted (must go beyond the stem), eg by referring to the cause of prejudice, the object of the prejudice, or consistency with behaviour

1 mark: information about the method

1 mark: indication of results

1 mark: indication of conclusion to be drawn

1 mark: additional or extra detail (accept evaluative points here only if they add to the description of the study in some way)

(d) Describe and discuss **at least two** functions of attitudes. Illustrate your answer with examples.
(10 marks)

[AO1 = 5, AO2 = 5]

Likely answers include: Knowledge function, attitudes help us make sense of the world, by making it predictable/simple. An explanation of, eg stereotyping.

Adaptive/utilitarian/adjustive/instrumental function, help us gain social approval/acceptance by displaying generally-accepted attitudes. An explanation of conformity in attitudes.

Ego-expressive/value expressive function, establish identity by expressing own values. An explanation of unusually strongly-held or idiosyncratic beliefs.

Ego-defensive function, protecting self from recognising personal deficiencies or inferiority – an explanation of prejudice.

Discussion might include suggesting the disadvantages of each function, eg the knowledge function leads to ignoring information or opportunities which might be valuable.

Though not required, studies might be used to support arguments, eg studies of stereotyping such as Razran (1950), Martin (1987) and minimal groups such as Tajfel et al (1971).

AO1 5 marks. 1 mark each for identifying functions (up to 4), plus up to 1 mark for accurate description of each. NB: if functions are only listed and not described, the answer cannot be awarded a top band mark.

AO2 5 marks for discussion which may include:

Explanation of how each function serves the needs of individual/helps to cope with the external world.

Application of examples to each function.

Discussion including evaluation of each function – including stating its disadvantages, eg of prejudice and resistance to attitude change – and that one attitude might serve more than one function.

Statement of the implications of relevant studies

Only one function described – maximum 6 marks

Mark Bands**10 - 8 marks Good answers**

Detailed, clear and accurate description and discussion/analysis of at least two named functions. Two functions illustrated by appropriate and distinct examples. Little error or irrelevance.

7 - 4 marks Average answers

At the top of this band, at least two functions must be described and discussed, although there might be some inaccuracy and/or vague or under-specific examples. Lower in the band might be answers accurately describing only one function. In the bottom half of the band answers are likely to be mainly descriptive, with little effective analysis.

3 - 1 marks Poor answers

Answers in this band will identify at least one function by name, description or example, but contain significant inaccuracy and/or irrelevance, or be very brief. Purely common-sense answers, or those which mistakenly refer only to attitude components will score no marks.

Total A01 marks for Question 1 = 11

Total A02 marks for Question 1 = 9

Total marks for Question 1 = 20 marks

2

Total for this question: 20 marks

(a) Psychologists have identified a number of techniques for gaining compliance with a request.

Name and outline **one** of these techniques. Illustrate your answer with an example. (3 marks)

[A01 = 2, A02 = 1]

1 mark (AO1) for naming, plus 1 mark (AO1) for correctly describing the technique. 1 mark (AO2) for consistent example. Likely answers:

Foot in the door (1). Ask for a small request, then follow this with a large request (1), eg ask to borrow 20p, after paying this back, ask to borrow £10 (1)

Door in the face (1). Make a large request (likely to be refused) then make a reasonable request (1), eg ask for a 40% pay rise, then moderate this to a 16% pay rise (1)

Low ball (1). Agree a deal, then worsen the conditions once the person is committed (1), eg offer to sell a person a car on the basis of a 5% discount, then pretend to discover that the discount does not apply to that model (1)

That's not all (1). Offer a deal, then while the person is considering it, add an extra incentive (1), eg offer a year's subscription to a magazine at a discount, then offer three 'back copies' free (1)

(b) Distinguish between *normative social influence* and *informational social influence*. (3 marks)

[A01 = 2, A02 = 1]

1 mark (AO1) for clear statement of each, plus 1 mark (AO2) for a difference. Likely answers: normative social influence means the pressure to go along with/fit in with/conform to/yield to others because of the need to be like everyone else/need to belong.

Informational social influence is the tendency for the knowledge/expertise of other group members to influence a person in an ambiguous/unfamiliar situation/the need to be right.

Differences: normative likely to lead to compliance/private disagreement.

Informational likely to lead to internalisation/private acceptance.

Normative more likely to involve yielding own opinion because of group pressure.

Normative more likely in situations where there is little uncertainty or ambiguity, unlike informational.

(c) Milgram investigated several conditions that influence obedience.

(i) Identify **one** condition that can lead to an **increase** in obedience and illustrate this with an everyday example. (2 marks)

(ii) Identify **one** different condition that can lead to a **decrease** in obedience and illustrate this with an everyday example. (2 marks)

[A01 = 2, A02 = 2]

1 mark for naming/identifying by description each condition, plus 1 mark for everyday (ie not research) example. Note that conditions could be described as increasing or decreasing obedience (eg if authority figure is near – increases obedience. Alternatively if authority figure is distant – decreases obedience). However, the candidate must refer to two different conditions – not one both ways round.

Likely factors: Proximity of authority figure. Proximity of victim. Wearing of uniform. Legitimacy of demand. System legitimacy/status of authority figure/agentive state. Autonomous state. Status of setting. Sharing task with colleague/diffusion of responsibility.

Everyday examples are likely to feature police officers, teachers, parents, hospital staff, etc. Do not accept studies as examples.

(d) Describe and discuss **two** ethical issues that have arisen in empirical studies of obedience. (10 marks)

[A01 = 5, A02 = 5]

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

A01 5 marks. 1 mark for identifying each issue (up to 2), 1 mark each for describing it or illustrating it with an example, plus 1 mark for specifically relating it to detail of a relevant study – to a maximum of 5 marks.

Relevant issues include protection from harm, participant distress, deception, lack of informed consent, no option to withdraw.

A02 5 marks for discussion which may include:

Analysis of why the specified action is unethical, eg why a procedure might cause psychological harm.

Analysis of issue, eg why deception and withholding the right to withdraw were necessary.

Counter arguments – likely to include Milgram's use of 'dehoax' (debriefing), and mention of the potential benefits of the research.

Only one issue - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately state and describe/illustrate two ethical issues 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 might also be some irrelevant material. Lower in the band will be answers which only succeed in accurately describing one issue, or which include little analysis or evaluation.

3 - 1 marks **Poor answers**

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

Total A01 marks for Question 2 = 11

Total A02 marks for Question 2 = 9

Total marks for Question 2 = 20 marks

3

Total for this question: 20 marks

- (a) State what is meant by the *looking glass effect* in self-perception. Illustrate your answer with an example. (2 marks)

[A01 = 1, A02 = 1]

The reactions of others (1 AO1) (shape a person's self-perception). Plus example (1 AO2), eg people keep telling Colin how attractive he is. He eventually believes this.

- (b) Three of the statements below are examples of situational attributions and three are not.

- A Owing to the fine weather, we didn't spend much money on holiday.
- B Kimberley left the hotel bar because she was too mean to buy us drinks.
- C Clark is so disorganised that he forgot to pack his underpants.
- D Sarah missed the party because her taxi broke down.
- E I fell over because the pavement was slippery.
- F I'm very streetwise; that's why I was the only one who didn't get arrested.

In your answer book, write the **three** statements that **are** examples of situational attributions.

(3 marks)

[A01 = 0, A02 = 3]

1 mark each for the following (any order):

- A Owing to the fine weather, we didn't spend much money on holiday.
- D Sarah missed the party because her taxi broke down.
- E I fell over because the pavement was slippery.

- (c) Describe **one** study in which the primacy effect in impression formation was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn.

(5 marks)

[A01 = 5, A02 = 0]

Likely studies include Asch (1946), Luchins (1957).

1 mark: why study was conducted (must go beyond the stem), eg by referring to 'first impressions'.

1 mark: information about the method

1 mark: indication of results

1 mark: indication of conclusion to be drawn

1 mark: additional or extra detail (accept evaluative points here only if they add to the description of the study in some way)

(d) Describe and discuss **two** types of attribution bias. Refer to empirical evidence in your answer.
(10 marks)

[A01 = 5, A02 = 5]

Answers are likely to feature the fundamental attribution error, the self-serving bias and the actor-observer effect. (Also credit effect of severity of consequences.)

Relevant studies include: Walster (1966), Kingdon (1967), Storms (1973), Abramson et al (1978), Quattrone (1982), Miller (1984), Fiske & Taylor (1991), Arkin et al (1980), Darley & Huff (1990), Davison & Neale (1994).

A01 Up to 5 marks. 1 each for identifying plus 1 each for describing relevant biases. Up to 2 marks for outlining relevant studies (1 each).

A02 Up to 5 marks for:
 Analysis of why each bias occurs, eg lack of information about a person's circumstances/situation, need to protect self-esteem.
 Use of studies to demonstrate the existence of bias, eg Storms (1973)
 Illustration of biases with examples
 Evaluation of conditions under which the biases occur, or in which they are reversed.
 Evaluation of studies outlined
 Analysis of implications of biases, eg for misunderstandings.

Only one bias - maximum 6 marks

No reference to empirical studies - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

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

7 - 4 marks **Average answers**

At the top of the band, two biases will be described accurately and some analysis/evaluation of each should be present, though there might also be some irrelevant material. Some empirical evidence will be outlined. Lower in the band will be answers which only succeed in identifying one bias, or which include little analysis/evaluation. The bottom half of the band will contain answers which are unsupported by evidence, or purely descriptive.

3 - 1 marks **Poor answers**

Answers which identify – possibly by description or example only – at least one bias, but which are very vague, lacking in detail or in which serious inaccuracies predominate.

Total A01 marks for Question 3 = 11

Total A02 marks for Question 3 = 9

Total marks for Question 3 = 20 marks

4

Total for this question: 20 marks

(a) Using an example, state what is meant by a *high-interaction sport*. (2 marks)

[A01 = 1, A02 = 1]

A sport in which players have to co-operate/depend on the performance of each other (1 AO1), plus example such as cricket, football, baseball, rugby, tennis doubles (1 AO2).

(b) Evaluation apprehension is one factor that can affect the performance of an athlete.

Using an example, outline what is meant by *evaluation apprehension*. (3 marks)

[A01 = 2, A02 = 1]

A person's awareness that other people present (1 AO1) are judging his/her performance (1 AO1), plus example, eg a footballer knowing that the coach is watching (1 AO2).

(c) Briefly discuss the effects that high arousal can have on performance in sport. (5 marks)

[A01 = 3, A02 = 2]

Award marks for the following points (to a maximum of 3 AO1 and 2 AO2 marks):

High arousal can impair performance (1 AO1), especially in a novice/unskilled person/if the task is hard (1) because an over-aroused person is likely to be anxious and to make mistakes (1 AO2)

High arousal can improve performance (1 AO1) in a person who is highly skilled at that sport/or if the task is easy (1 AO1) in which case high arousal might lead to optimum performance (1 AO2) (credit these points if made using a graph).

High arousal gives rise to the dominant response (1 AO1).

Credit one reason for high arousal (eg presence of an audience, importance of competition etc AO2).

(d) Describe and discuss **at least two** factors that can influence cohesion and satisfaction in a team. (10 marks)

[A01 = 5, A02 = 5]

Likely factors influencing team cohesion include performance (success or failure of team), culture, competition (intergroup conflict), coaching - activities and leadership style - (external factors) and similarity (homogeneity) of team members, stability, team size, effort required to join/severity of initiation rites (internal factors).

Likely factors influencing satisfaction are team performance and team cohesion.

Candidates have the opportunity to discuss the link between cohesion and satisfaction, including the 'circular model' linking these factors with performance. They might also consider the view that high team cohesion leads to good performance and therefore to satisfaction in high interaction sports.

- A01** 5 marks. 1 mark each for identifying each factor, plus up to 2 marks each for description/elaboration. NB if factors are only listed and not described, the answer cannot be awarded a top band mark.
- A02** 5 marks for...
Analysis of how factors might influence (including whether they increase or decrease) cohesion and satisfaction. This might include differences in effects between high interaction and low-interaction sports.
Analysis of the nature of cohesion (team cohesion as social cohesion plus task cohesion).
Evaluation of the links between factors, cohesion and satisfaction (correlation, the 'circular model').
Use of specific relevant examples and empirical evidence to illustrate factors.

Only one factor – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

At least two relevant factors are clearly described and links with both cohesion and satisfaction are accurately analysed. The answer reflects the complex nature of the relationship between factors, rather than assuming straightforward causal links. The answer directly addresses the question, with little error or irrelevance.

7 - 4 marks **Average answers**

Answers in this band will successfully outline at least two relevant factors. Limited analysis will be present in the top half of the band. Answers might include some inaccuracies and/or present a simplistic account of the influence of factors. At the bottom of the band answers might be purely descriptive.

3 - 1 marks **Poor answers**

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

Total A01 marks for Question 4 = 11

Total A02 marks for Question 4 = 9

Total marks for Question 4 = 20 marks

SECTION B: COGNITIVE PSYCHOLOGY

5

Total for this question: 20 marks

(a) Three of the items below are features of Kahneman’s model of attention and three are not:

- A attenuation of non-attended channels;
- B late selection based on pertinence;
- C a flexible resource allocation policy;
- D a limited-capacity central processor;
- E filtering based on physical characteristics;
- F evaluation/monitoring of the level of demand.

In your answer book, write the **three** items that **are** features of Kahneman’s model of attention.

(3 marks)

[A01 = 3, A02 = 0]

1 mark each for:

- C: a flexible resource allocation policy;
- D: a limited-capacity central processor;
- F: evaluation/monitoring of the level of demand. (Any order.)

(b) Outline what is meant by *perceptual constancy*. Illustrate your answer with an example.

(3 marks)

[A01 = 2, A02 = 1]

Up to 2 marks (AO1) for definition of perceptual constancy, eg the ability to see objects as unvarying in size/shape, etc (1) despite changes in viewing distance/angle, etc (1).

1 mark (AO2) for example, which might take the form of a diagram or naming a type of perceptual constancy.

(c) (i) Identify **one** other example of an ambiguous figure, stating in what way it is ambiguous.

(2 marks)

[A01 = 2, A02 = 0]

1 for identifying an ambiguous figure, eg Leeper’s lady, the man/rat drawing, face/vase, etc plus 1 mark for clearly identifying the two ways it can be perceived/stating that it can be perceived in two ways.

(ii) Give **one** explanation of what ambiguous figures tell us about visual perception. (2 marks)

[A01 = 0, A02 = 2]

Up to 2 marks for an explanation. Likely alternative answers include:

- A: They show that our interpretation of stimuli (1) can be influenced by expectations (1).
- B: By showing that one stimulus can be interpreted in two ways (1) they illustrate that perception involves hypothesis testing (1).
- C: They tell us that perception involves inference (1) by the brain on the basis of the retinal image and past experience/to create a hypothesis (1).
- D: They tell us little about everyday visual perception because they are 2-D representations (1) they contain inadequate information/unlike the rich 3-D optical array of everyday perceptual situations (1).
- E: They show that perception is a top-down process (1) because without existing knowledge we would not perceive the illusion (1).

(d) Glen and Takao walked through a town centre. Later, Glen, who was on a diet, commented on all the people he noticed eating in the street. Takao said he had not noticed this, but he had noticed a lot of people blowing their noses in public. He explained that in Japan it is rude to do this.

Discuss **two** factors that influence perception. In your answer, refer to the comments made by Glen and Takao. (10 marks)

[A01 = 4, A02 = 6]

The most likely factors – hinted at in the scenario – are motivation (Glen might be hungry/very interested in food) and culture (Takao has been brought up to be uncomfortable with nose-blowing in public). Candidates might alternatively answer using other factors: expectations and emotion, or more broadly in terms of perceptual set, though these are harder to link with the scenario. (Credit past experience.)

A01 4 marks. 2 marks each for naming and describing/elaborating the factors.

A02 6 marks for discussion which may include...

Analysis of the effects of factors, eg increasing or decreasing the likelihood of noticing/attending to some stimuli (perceptual accentuation, perceptual defence), influencing the interpretation/distorting perception of stimuli.

Specific linking of factors and effects with the scenario.

Use of empirical evidence specifically to illustrate these factors.

Statement of the implications of studies.

Likely studies include Turnbull (1961), Segall et al (1963), Gilchrist & Nesberg (1952), McGinnies (1949), Lazarus & McCleary (1951), Bruner & Minturn (1955).

Only one factor – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which clearly and accurately describe two factors, analyse their effects and relate them to the scenario appropriately. Analysis reveals a good understanding of the processes described, and appropriate terminology is used. Little or no irrelevant material.

7 - 4 marks **Average answers**

Answers in this band are likely to name and describe two relevant factors and link them to the scenario, at the top of the band there will be some effective analysis but there might be little analysis of their effects.

Alternatively description, linking and analysis might be present but marred by significant inaccuracy.

Alternatively answers which deal adequately with the effects of two named factors on perception, but which fail to make effective links with the scenario.

3 - 1 marks **Poor answers**

Answers in this band will identify at least one relevant factor, but be marred by vagueness, major irrelevance or be lacking in effective description or analysis.

Total A01 marks for Question 5 = 11

Total A02 marks for Question 5 = 9

Total marks for Question 1 = 20 marks

6

Total for this question: 20 marks

- (a) Outline what is meant by *displacement* and state why it does not explain forgetting from long-term memory. (3 marks)

[A01 = 2, A02 = 1]

A01 marks: Existing stored information is pushed out (or equivalent) by incoming information (1) plus elaboration such as: when the capacity of the store is reached/reference to limited capacity in short-term memory (1).

A02 mark: The capacity of long-term memory is effectively unlimited, (so incoming information will not push out existing information) (1).

- (b) In a study investigating levels of processing, participants are shown a series of words including SOAK, peach and LATER. After they are shown each word, they are asked one of three questions.

Identify the level of processing that would be triggered by the question:

- (i) Does it rhyme with “joke”?
- (ii) Can you eat it?
- (iii) Is it in capital letters?

(3 marks)

[A01 = 0, A02 = 3]

- (i) Acoustic/auditory/sound-based/phonetic/phonemic (1).
- (ii) Semantic/deep/meaningful (1).
- (iii) Structural/shallow/visual/orthographic (1).

- (c) Identify **four** features of the working memory model. (4 marks)

[A01 = 4]

1 each (up to 4) for naming (or identifying by description) components: central executive, visuo-spatial sketchpad and either articulatory loop and primary acoustic store or articulatory control process and phonological store or (1 mark only) phonological loop.

Also credit other features of the model, eg not a unitary store, limited capacity and duration (1 mark each).

- (d) Andrea has been studying for examinations in Italian and Spanish. She spent hours revising Italian vocabulary in her bedroom some weeks ago. Unfortunately, she cannot remember it very well in the examination, and she sometimes writes Spanish words by mistake.

Describe and discuss **two** likely explanations for Andrea’s forgetting (10 marks)

[A01 = 5, A02 = 5]

The most likely explanations which can be linked with the scenario are decay, retrieval failure (context) and interference. A ‘levels of processing’ explanation is also possible.

Alternatively candidates might contrast availability and accessibility as two explanations. These and other explanations such as lack of consolidation and repression should be credited, but are less likely to be plausibly linked with the scenario. Do not credit amnesia.

A01 5 marks. 1 mark each (up to 2) for identifying explanations, plus up to 2 marks each for description.

Likely answers:

Interference (1). Retroactive or proactive (1) new information distorts/gets confused with existing stored information, or is affected by it (1) especially with two similar types of information (1) (Max 3)

Decay (1). Information is lost due to the passage of time (1) especially if it is not recalled/rehearsed in the interval (1)

Retrieval failure (1). Information is still in store, but cannot be accessed (1) because of lack of retrieval cues (1) such as absence of familiar context (1) (Max 3).

A02 Up to 5 marks as follows:

Application of explanations to the scenario, eg the Spanish vocabulary interfered with the recall of Italian vocabulary (1) because they contain similar words (1).

Decay might have taken place because it was some weeks ago when Andrea revised Italian (1) and she might not have looked at it since (1).

She learned the information in her bedroom, which is a very different context from the exam room (1). So there were fewer retrieval cues in the exam room (1).

Additional **examples** of the chosen explanations, which might take the form of descriptions of studies, linked to the explanation(s).

Evaluation of explanations, including the use of empirical evidence to support or refute explanations.

Studies might include: Godden & Baddeley (1975), Jenkins & Dallenbach (1924), McCormick & Mayer (1991), Baddeley & Hitch (1977).

Only one explanation - maximum 6 marks

10 - 8 marks **Good answers**

Answers which clearly and accurately describe two relevant explanations and link them specifically with the scenario. Sound analysis/evaluation and appropriate terminology are present. Little irrelevance.

7 - 4 marks **Average answers**

Answers in this band are likely to identify and describe two explanations with reasonable accuracy.

However, there might not be effective linking with the scenario. Alternatively answers which only give one effective explanation, but which apply this effectively to the scenario.

3 - 1 marks **Poor answers**

Answers which identify (possibly by description) at least one explanation of forgetting, but which are marred by extensive inaccuracy or irrelevance.

Total A01 marks for Question 6 = 11

Total A02 marks for Question 6 = 9

Total marks for Question 6 = 20 marks

7

Total for this question: 20 marks

(a) Outline what cognitive psychologists mean by *imagery*. (2 marks)

[AO1 = 2, AO2 = 0]

The use of mental representations/thinking (1) based on physical sensations such as sight and sound/in pictures (1). Alternatively, second mark can be gained by an example which clearly illustrates the concept.

(b) Identify **two** features of Vygotsky's view of the relationship between language and thought. (2 marks)

[AO1 = 2. AP2 = 0]

Two features are required, ie no marks for elaboration or examples.

1 mark each up to 2 for any of the following:

Language and thought develop independently in young children

After around 2 years they become interdependent

Up to 2 years thought is non-linguistic (non-verbal)

This develops into linguistic/verbal thought/inner speech

Language allows ideas to be internalised

Up to 2 years utterances are in the form of pre-intellectual language

This develops into social speech/and verbal thought/inner speech

Infancy is characterised by egocentric speech – like a running commentary

(c) A psychologist is studying differences in cognitive style between individuals. She asks each participant to list as many uses as possible for an envelope.

Name **two** cognitive styles and explain how participants with each of these styles might be expected to respond to the task. (6 marks)

[AO1 = 2, AO2 = 4]

1 (A01) mark each for 2 styles – convergent and divergent.

4 (A02) marks for explanation – any 4 of the following:

Divergent thinkers are likely to produce more suggestions (1) because they tend to be good at producing a variety of solutions to a problem (1)

Divergent thinkers are likely to produce original/inventive suggestions (1) plus example, eg an envelope could be used as a sleeping bag for a butterfly/the back can be used to plan an attempt at world domination. (1) plus contrasting example – convergent thinkers are more likely to suggest using an envelope to send a letter

Credit answers expressed in the opposite way, eg convergent thinkers produce fewer suggestions – but do not credit both alternatives

(d) Describe and discuss how human language differs from communication in other species.

(10 marks)

[AO1 = 5, AO2 = 5]

Candidates are expected to apply criteria of language, such as those described by Hockett or Aitchison, to examples of communication/signalling systems in non-humans. These are likely to include bee dancing, alarm calls in vervet monkeys, auditory and visual signalling in birds, scent marking, etc. The question also allows scope for answers based on attempts to get non-human subjects to use human symbol systems.

Relevant criteria include:

semanticity, arbitrariness, displacement, prevarication, structure dependence, reflectiveness, turn-taking, openness/creativity, tradition, duality of patterning, learnability, use of vocal-auditory channel, cultural transmission, and spontaneous usage.

AO1 5 marks. Up to 2 marks each for accurate description(s) of communication in specific non-human species. Up to 4 marks for identification of features (probably criteria) of language.

AO2 5 marks for discussion which may include:
Statement of key differences, including the idea that communication in other species is typically non-verbal, does not involve writing or reading etc.
Application of features/criteria for language to examples.
Use of empirical studies specifically to support or refute claims about language and non-verbal communication.

Mark Bands

10 - 8 marks **Good answers**

Accurate description of language and the communication systems of other species. Reasoned analysis of the differences between language and animal communication systems is made with accurate reference to specific criteria for language. Serious misconceptions, such as the assumption that all communication is language, and that language is exclusively vocal-auditory are absent. Little irrelevance.

7 - 4 marks **Average answers**

In the top half of the band will be answers which correctly apply language criteria, though some incorrect judgments might also be present. At the top of the band, answers should include a largely accurate account of non-human communication systems, as well as some analysis of the required differences. In the bottom half of the band, answers will accurately describe at least one relevant communication system, but might not refer to criteria.

3 - 1 marks **Poor answers**

Answers which contain some accurate description of a relevant communication system, but little else, or which are flawed by major confusion, irrelevance or the assumption that any communication system is a language. Answers entirely based on common sense which nevertheless refer to a communication system (e.g. dogs wagging their tails) will score at the bottom of this band.

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 the feature analysis explanation for face recognition. (2 marks)

[AO1 = 2, AO2 = 0]

The explanation places emphasis on/focuses on features/individual features/features are the most important factor (1), plus elaboration which might include identification of a relevant feature; identification of this as a bottom-up theory; importance of internal features for recall of familiar faces (1).

(b) Briefly explain **one** criticism of the feature analysis explanation for face recognition. (2 marks)

[AO1 = 0, AO2 = 2]

1 mark for clear identification of valid criticism, plus 1 mark for elaboration.

Likely answers are that the explanation is too simplistic, or is not supported by the evidence of studies.

Sample answer: Evidence of studies shows that other factors can be equally influential (1), eg configuration/spacing of features; associated information/emotions; outline of relevant study, eg Young & Hay, Haig, Yin.

(c) Tracey and Matt are young members of a support group for amnesia sufferers. Tracey has anterograde amnesia and Matt has retrograde amnesia.

Outline the memory problems likely to be experienced by

- (i) Tracey;
- (ii) Matt.

Explain **one** likely cause of **each** type of amnesia. (6 marks)

[AO1 = 4, AO2 = 2]

- (i) Tracey 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 (A01 1).
- (ii) Matt 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 (A01 1).

(d) Describe and discuss **two** factors that might affect the reliability of eye-witness accounts of crimes. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 5 marks. 1 mark each for identifying plus 1 mark each for describing/illustrating two relevant factors – in this case: style of questioning/leading questions/cognitive interview/weapon focus; emotion/stress; stereotyping; age; context of questioning. Up to 2 marks can be awarded for accurate outlines of relevant studies (1 each). Limited credit only for answers relying on explanations for forgetting.

Likely studies include: Malpass & Devine (1981), Loftus (1974); Loftus & Palmer (1974); Loftus (1975); Godden & Baddeley (1975); Clifford & Scott (1978), Yuille & Cutshall (1986), Marin et al (1979), Fivush & Shukat (1995), Allport & Postman (1947); Howitt (1991), Geiselman et al (1985).

AO2 Up to 5 marks for discussion which may include:
Analysis of how factors might influence reliability, eg increase/decrease.
Statement/analysis of the implications of studies.
Evaluation of studies. (Comments on ecological validity should be credited if justified/explained.)

Only one factor – maximum 6 marks

No evidence of studies - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe and analyse two factors and support these with evidence of studies.

Appropriate evaluation is present, which may include evaluation of studies or arguments about the extent of influence of these factors. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band will be answers which identify two factors, with some appropriate analysis, but which lack evaluation or which contain significant inaccuracy or irrelevance. Lower in this band will be answers which only deal effectively with one factor.

Answers which are purely descriptive or which fail to outline relevant studies will fall lower in the band.

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 A01 marks for Question 8 = 11

Total A02 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 (A01)		Weighting for analysis and evaluation (A02)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a)	0		2		
(b)	1		2		
(c)	5		0		
(d)	5		5		
Total	11	55	9	45	20
Q2 (a)	2		1		
(b)	2		1		
(c)	2		2		
(d)	5		5		
Total	11	55	9	45	20
Q3 (a)	1		1		
(b)	0		3		
(c)	5		0		
(d)	5		5		
Total	11	55	9	45	20
Q4 (a)	1		1		
(b)	2		1		
(c)	3		2		
(d)	5		5		
Total	11	55	9	45	20

Section B Cognitive Psychology

Question	Weighting for knowledge and understanding (A01)		Weighting for analysis and evaluation (A02)		Total marks
	Marks	Percentage	Marks	Percentage	
Q5 (a)	3		0		
(b)	2		1		
(c)	2		2		
(d)	4		6		
Total	11	55	9	45	20
Q6 (a)	2		1		
(b)	0		3		
(c)	4		0		
(d)	5		5		
Total	11	55	9	45	20
Q7 (a)	2		0		
(b)	2		0		
(c)	2		4		
(d)	5		5		
Total	11	55	9	45	20
Q8 (a)	2		0		
(b)	0		2		
(c)	4		2		
(d)	5		5		
Total	11	55	9	45	20