



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

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

Apply the principles below *only* to questions which require a banded mark scheme according to 'Guidelines for Mark Schemes'. This means questions worth ten marks or more.

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 no-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) Name **two** techniques which can be used to measure attitudes. (2 marks)

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

One mark each for any two from:

Likert scale, Thurstone scale, semantic differential, TAT, Rorschach test, bogus pipeline technique, electrical recording of facial muscles, GSR, pupil dilation, heart rate.

(b) From the list below, choose **two** statements which are examples of *cultural stereotypes*.

- Some Welsh people speak more than one language.
- Germans are efficient.
- Australian people are very competitive.
- The Sikh was wearing a turban.

Write the two statements you have chosen in your answer book. (2 marks)

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

Germans are efficient (1)

Australian people are very competitive (1)

(c) Identify and outline **two** functions which attitudes might have for an individual. Illustrate each function with an example. (6 marks)

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

AO1 marks: for factual detail

AO2 marks: for each example

1 mark for identifying function

1 mark for accurate description

1 mark for appropriate example which illustrates this function.

Likely answers: Knowledge function; attitude enables me to makes sense of the world/predict behaviour/events; eg knowing that rugby players like to drink beer.

Adaptive function; attitude enable me to achieve goals/be accepted by others; eg liking animals makes me seem a nicer person.

Ego-expressive function; attitude contributes to my sense of self/enables me to communicate my view of myself; eg disliking popular music makes me seem a worthwhile, discriminating person.

Ego-defensive function; attitude protects person from being seen as inferior; eg disliking clever people enables a stupid person to feel self-satisfied.

- (d) When Charlotte was 18 years old, she disliked children and said she never wanted to have any of her own. Ten years later she has four children, and she thinks they are wonderful.
- Describe and discuss the cognitive dissonance explanation of attitude change. In your answer, refer to Charlotte's change of attitude. (10 marks)

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

AO1 marks Two marks for defining cognitive dissonance, plus up to 3 marks for illustration with reference to a different example and for description of studies.

AO2 marks Up to 5 marks for:

- Relating the cognitive dissonance explanation to Charlotte - eg suggesting that after (unintentionally) becoming pregnant Charlotte experiences cognitive dissonance, or after meeting a partner who wanted children her attitude changed to reduce inconsistency
- Analysing how attitude change takes place
- Evaluating the cognitive dissonance explanation, eg by indicating how empirical evidence supports/refutes it, and by suggesting alternative explanations

No reference to example given - maximum 6 marks

Mark Bands

10 - 8 marks

Good answers

Detailed, clear and accurate definition, analysis and evaluation of cognitive dissonance, specifically related to the scenario. Little error or irrelevance.

7 - 4 marks

Average answers

As for Band 1 except that the answer may not be related to the scenario, or analysis and evaluation may be limited. In the top half of the band some analysis/evaluation will be present. In the bottom half of the band, answers are likely to be descriptive, or have significant inaccuracies.

3 - 1 marks

Poor answers

Answers in this band may include a brief, inaccurate or confused account of cognitive dissonance. Common-sense answers without discernible psychological content (explanation 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) | What is meant by the term <i>defiance</i> in relation to social influence? | (2 marks) |
|-----|--|-----------|

[2 marks : AO1 = 2]

Disobeying/going against an order (1) from an authority figure (1). Accept second point if implied by example. No marks for answers which only relate to conformity.

- | | | |
|-----|---|-----------|
| (b) | Malcolm goes on holiday to Spain with a new group of friends, but he does not really fit in. Suggest two ways in which his friends might exert group pressure on Malcolm to conform to the norms of the group. | (2 marks) |
|-----|---|-----------|

[2 marks : AO2 = 2]

One mark each for identifying up to two specific ways of exerting group pressure such as: persuasion, criticism, teasing. Accept other plausible answers.

- | | | |
|------|--|-----------|
| (c) | A participant in a conformity experiment has the task of judging which of two metal blocks is the heavier. A group of seven people make the judgement in turn, but the first six are confederates of the experimenter. The real participant is always the last to judge. The confederates are instructed to give the wrong answer, to see whether the real participant conforms by giving the same answer. | |
| | Explain how the participant's tendency to conform is likely to be affected by | |
| (i) | using two blocks which are very similar in weight; | |
| (ii) | one of the confederates giving the right answer. | (6 marks) |

[6 marks : AO1 = 4, AO2 = 2]**AO2 marks** For identifying whether conformity is increased or decreased**AO1 marks** For explanation

- (i) Conformity will be more likely/will increase (1), plus 2 for elaboration which might include: because the task is more difficult/ and the participant will be less sure of the right answer/ this is informational conformity/reference to study.
- (ii) Conformity will be less likely/will decrease (1) plus 2 for elaboration which might include: because the participant has support for their judgement/the majority is smaller/the majority is not unanimous/reference to study.

- | | | |
|-----|---|------------|
| (d) | Describe and discuss at least two explanations for obedience to authority. | (10 marks) |
|-----|---|------------|

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

AO1 marks Up to 5 marks. One mark each for identifying an explanation plus up to 3 for descriptive elaboration. Alternatively up to 2 marks can be gained for citing relevant studies (1 mark each).

Acceptable explanations include Milgram's agency theory and the influence of two or more variables such as proximity of victim, proximity of authority figure, diffusion of responsibility, absence of colleague who defies, personality and the implied status of the setting, entrapment, situational etiquette, roles, lacking a language of protest. Accept 'power to punish'. Candidates who make a statement and then state the converse should not be credited twice.

AO2 marks: Up to 5 marks for:

Analysis of concepts, for example by illustrating them with examples.
Evaluation of explanations, for example by indicating the implications of studies.
Evaluation of the methodology of studies.

Only one explanation - maximum 6 marks

Mark Bands

10 - 8 marks

Good answers

Detailed, clear and accurate description, analysis/evaluation of at least two explanations. Little error or irrelevance. Appropriate use of terminology.

7 - 4 marks

Average answers

As for Band 1 except that analysis and evaluation may be limited.

In the top half of the band some analysis/evaluation will be present.

In the bottom half of the band, answers are likely to be descriptive, or 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 include little more than a relevant study, or be solely based on 'power to punish'.

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) Ed got up late this morning, and missed his psychology lesson. Two possible attributions of Ed's behaviour are:
- A:** Ed is lazy;
B: Ed was very tired.
- According to the *actor/observer effect*, identify which of these attributions is most likely to be made by
- (i) an observer;
(ii) the actor.
- In your answer book write **either A or B** to indicate your answer to (i) and (ii). (2 marks)

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

- (i) A/ Ed is lazy (1)
(ii) B/ Ed was very tired. (1)

- (b) Explain what is meant by the *fundamental attribution error*. Illustrate your answer with an example. (3 marks)

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

AO1 marks for definition
AO2 mark for example

Two AO1 marks can be gained by indicating a kind of bias/distortion/tendency (1) towards making dispositional/internal attributions (1)

Eg the tendency to overestimate the influence of dispositional factors. Vague or marginal answers may score 1.

Example will score 1 (AO2 mark), and should allow the possibility that bias has probably occurred, eg assuming that a person sleeping rough is a victim of his own unwise life choices.

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

[5 marks: AO1=5]

Likely answers include: Rosenberg (1965), Coopersmith (1967), Sears (1970), Harter (1982), Baumeister, Heatherton & Tice (1993), Solomon, Greenberg & Pyszcznski (1991), Hirt et al (1992).

- 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** psychological factors which can influence the impressions we form of other people. Refer to empirical evidence in your answer. *(10 marks)*

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

AO1 marks Four marks for description, with 1 mark each awarded for identifying factors plus 1 mark each for description of each factor. Alternatively up to 2 marks may be awarded for citing relevant studies (1 mark each).

Factors are likely to include the primacy effect, recency effect, stereotyping, central/peripheral traits and social schemas.

AO2 marks Six marks for evaluation as follows

Analysis of how/why a factor has an effect
 Application to illustrative examples
 Evaluation of the implications of studies
 Evaluation (methodological) of studies cited

Studies cited are likely to include those of Asch, Sherif, Jones et al.

No evidence of studies - maximum 5 marks

Mark Bands

10 - 8 marks

Good answers

Detailed, clear and accurate analysis and appropriate evaluation of at least two influencing factors. Answers mention the possibility that a factor may not always have much influence. Little error or irrelevance.

7 - 4 marks

Average answers

Answers in this band will include reference to one or more influencing factors.

In the top half of the band some analysis/evaluation and accurate reference to studies will be present.

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

3 - 1 marks

Poor answers

Answers in this band may be restricted to descriptions of studies. Alternatively the answer may include a brief, inaccurate or confused account of a relevant factor.

Total AO1 marks for Question 3: 11

Total AO2 marks for Question 3: 9

Total marks for Question 3: 20 marks

4

Total for this question: 20 marks

- (a) Explain what is meant by *task cohesion*. Illustrate your answer with an example from a particular sport. (3 marks)

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

(AO1 marks for definition, AO2 mark for example)

The extent to which members of a team work together (1) to achieve the task/goal/to win (1)
 Example could be that every member of a football team regularly attends training. (1)

- (b) Archery is a sport in which there is little need for team members to interact or co-operate. Outline the likely relationship between team cohesion and performance in archery. (2 marks)

[2 marks : AO2 = 2]

A negative (1) correlation (1).

Alternatively, low team cohesion (1) is likely to be associated with good performance (1).

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

[5 marks : AO1=5]

Likely studies include Edwards (1979), Pace & Carron (1992), Dowie (1982), Terry et al (1998), Nevill et al (1999), Baumeister et al (1984), Schlenker et al (1995), Butler & Baumeister (1998).
 Accept studies of factors such as referee bias, pitch familiarity and 'championship choke'.

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** psychological factors which influence the arousal level of sports players. Illustrate your answer with examples from different sports. (10 marks)

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

Note that the question is not asking for influence on performance.

AO1 marks Up to 4 marks for identification and description of relevant factors which include mere presence of others (who may be an audience, competitors or co-actors), evaluation apprehension and distraction-conflict. Expertise with the task could also be made relevant.

Alternatively up to 2 marks may be awarded for citing relevant studies.

AO2 marks Up to 6 marks for
Application of concepts to sports examples.
Analysis/application of how the stated factors influence arousal.
Evaluation by specifying the implications of the studies cited.
Evaluation of the methodology of studies.
Theoretical evaluation of explanations given.

Only one factor - maximum 6 marks

No application to sports examples - maximum 5 marks

Mark Bands

10 – 8 marks

Good answers

Detailed, clear and accurate analysis and evaluation of at least two factors. Relevant concepts are appropriately applied to at least two sports, and appropriate terminology is used. The answer directly addresses the question. Little error or irrelevance.

7 - 4 marks

Average answers

Answers in this band will include reference to one or more influencing factors, but may contain irrelevant sections or significant inaccuracies. In the top half of the band some analysis/evaluation will be present and there will be an appropriate reference to a sporting example. In the bottom half of the band, answers are likely to be descriptive, or to be unsupported by sports illustrations.

3 - 1 marks

Poor answers

Answers in this band are likely to focus on describing sports, but should include some reference to a relevant factor. 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

SECTION B: COGNITIVE PSYCHOLOGY**5****Total for this question: 20 marks**

(a) The following features are found in different models of attention:

- late selection;
- an attenuator;
- an early filter;
- a flexible allocation policy.

Select **one** feature from the list above which is a feature of the model produced by:

- (i) Broadbent
- (ii) Deutsch and Deutsch
- (iii) Kahneman

In your answer book write the feature you have selected for each model, clearly labelled as (i), (ii) and (iii). (3 marks)

[3 marks : AO1 = 3]

- (i) an early filter (1)
- (ii) late selection (1)
- (iii) a flexible allocation policy (1)

(b) Using an example, explain what is meant by *divided attention*. (3 marks)

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

The capacity to process incoming information from several sources/inputs/tasks (1)
Example (which must be plausible) is likely to be of some dual task such as driving a car (1) while having a conversation (1), or of a dual task study. Do not credit ‘cocktail party phenomenon’.

(c) Mark and Lisa are walking down the street when they see a cardboard box in the distance. Mark says, “I reckon that box is about as tall as you.” Lisa agrees. When they reach the box, they find it is the same height as Lisa.

Explain how they were able to judge the size of the box correctly from a distance. (4 marks)

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

AO2 marks for recognising the effect of size constancy (1) and applying it to the example (1)
AO1 marks for elaboration which is likely to be explanation: depth cues in the street enable them to perceive the distance of the box (1) and scale up the information given in the retinal image (1)

(d) Describe and discuss the influence of **two** of the following factors on perception:

- motivation;
- expectation;
- emotion;
- culture.

Refer to empirical evidence in your answer.

(10 marks)

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

Likely answers include:

Motivation Likely influences include the tendency of motivation/needs to influence what we notice and to distort features, eg brightness, size, of what we see.

Likely studies include: Bruner & Goodman's (1947) coin study, Solley & Haigh's (1958) 'draw Father Christmas' study, as well as Carter & Schooler (1949), Ashley et al (1951).

Expectation Likely influences include the tendency for perception/interpretation of stimuli to be biased by expectations - seeing what we expect to see and failing to notice what we do not expect to see.

Likely studies include: Chapman (1932), Minturn & Bruner (1951), Bruner & Postman (1949).

Emotion Likely influences include perceptual defence and perceptual sensitisation to emotionally-arousing, frightening or shocking stimuli.

Likely studies include: McGinnies (1949), Tyler et al (1978), Aronfreed et al (1953), Beier & Cowen (1953)(1954), Lazarus & McCleary (1951).

Culture Answers are likely to focus on cultural differences, such as differences in susceptibility to types of illusions and constancies, and differences in experience of pictorial representations.

Likely studies include: Segall et al (1963), Allport & Pettigrew (1957), Stewart (1973), Jahoda (1966), Mundy-Castle & Nelson (1962), Turnbull (1961), Deregowski (1972) and Hudson (1960).

AO1 marks Five marks. Up to 2 marks each for description/illustration of how factors influence perception. Up to 2 marks (1 each) for description of relevant studies.

AO2 marks Five marks for discussion which may include

Appropriate comments on the implications of evidence cited
 Analysis of the effects of particular factors (eg the 'carpentered world' explanation)
 Criticism of explanations and/or relevant studies

Only one factor - maximum 6 marks

No evidence of studies - maximum 5 marks

Mark Bands

10 - 8 marks

Good answers

Answers which accurately describe two factors, and which evaluate their influence with reference to evidence and from a theoretical viewpoint. 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 appropriate discussion.

The bottom half of the band is likely to include answers which discuss only one factor correctly, or describe two factors but are marred by inaccuracy, or which fail to cite studies accurately.

3 - 1 marks

Poor answers

Answers in this band may be restricted to descriptions of relevant studies. Alternatively the answer may include a brief, inaccurate or confused account of one or more relevant factors.

Total AO1 marks for Question 5: 11

Total AO2 marks for Question 5: 9

Total marks for Question 1: 20 marks

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

- (a) Using an example, explain what is meant by the term *procedural memory*. (3 marks)

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

Memory for motor skills/knowing how to do things (1) plus elaboration such as: part of long-term memory/typically automatised/not involving conscious thought/not declarative (1) plus example such as how to ride a bicycle (1)

- (b) The Working Memory model includes the following components:

- the articulatory loop;
- the visuo-spatial scratchpad;
- the primary acoustic store.

Which **one** of these components is most likely to be used by a person who is

- (i) running over uneven rocky ground;
(ii) counting silently.

In your answer book, clearly label your answers to (i) and (ii). (2 marks)

[2 marks : AO2 = 2]

- (i) visuo-spatial scratchpad (1)
(ii) articulatory loop (1)

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

[5 marks : AO1 = 5]

Likely answers include Craik & Tulving (1975), Hyde & Jenkins (1973), Morris et al (1977) and Eysenck & Eysenck (1980).

- 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) Sam and Ella are looking through an album of their holiday photographs from many years ago. The photographs remind them of events which happened at the time, although their memories differ. For example, they disagree about the details of several holidays they spent together in the south of France.

Describe and discuss **at least two** psychological explanations of forgetting which might explain Sam's and Ella's memories of their holidays. (10 marks)

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

AO1 marks Up to 5 marks. One each for identifying relevant explanations of forgetting, plus up to 3 for accurate description.

The main explanations suggested by the scenario include context/cue dependent memory (the cueing effect of the photographs), the interference which may occur in memory for events in two similar places, decay over time and retrieval failure. **Not** displacement.

Some credit should also be given to possible explanations which are not suggested by the scenario - such as head trauma, lack of consolidation, repression, dementia, alcoholism, ECT etc.

N.B. descriptions of studies do not receive A01 marks.

AO2 marks: Up to 5 marks as follows

One mark each (up to 3) for applying each explanation to the scenario

Citing relevant studies specifically to support or refute an explanation

Evaluation of explanations (including how well they explain the recall in the scenario)

Evaluation of studies

Only one explanation given - maximum 6 marks

Mark Bands

10 - 8 marks

Good answers

Answers which accurately describe at least two explanations suggested by the scenario, which relate them to the scenario appropriately, and make appropriate evaluations of each. The question is directly addressed by the answer, and appropriate terminology is used. Little or no irrelevant material.

7 - 4 marks

Average answers

At the top of the band are answers as for Band 1 except containing some inaccuracy and/or irrelevance. Lower in the band are answers which only discuss one explanation successfully, or which mainly rely on explanations not suggested by the scenario, eg amnesia. At the bottom of the band answers may be purely descriptive.

3 - 1 marks

Poor answers

Answers which succeed in identifying or describing at least one explanation, but which are very brief, confused or inaccurate or largely irrelevant. Alternatively, answers which do not relate to the scenario.

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) Give **one** definition of language.

(3 marks)

[3 marks : AO1 = 3]

Likely answers:

A system of communication/transmission and reception of messages (1)

Plus any two from: using words/symbols (1) which convey meaning (1) are transmitted in visual or auditory channels/speech or writing (1) assembled in strings (1) according to rules (1) which may refer to events distant in time/space (1)

(b) Chimpanzees often communicate by means of grunts. Sometimes they make a series of grunts with panting sounds in between, when one chimpanzee approaches another. When there is a risk of aggression the grunts can turn into screams.

Outline **two** reasons why the chimpanzees' communication would not be described as language.

(4 marks)

[4 marks : AO2 = 4]

One mark each (up to 2) for identifying an appropriate reason, plus 1 mark each (up to 2) for applying to example.

Likely answers include:

It lacks creativity/productivity (1) because the range of utterances is limited (1)

It lacks structure-dependence/rules/grammar (1) being merely repetitive (1)

It lacks displacement (1) only relates to the situation here and now (1)

It lacks semanticity (1) the grunts do not mean or stand for objects or actions (1)

It lacks arbitrary symbols (1) the grunts are expressions of emotion, they do not stand for other things (1)

(c) Outline Vygotsky's view of the relationship between language and thought.

(3 marks)

[3 marks : AO1 = 3]

Any three from:

Thought precedes language (1) and early language is devoid of thought /language and thought are independent up until about the second birthday (1), then prelinguistic thought and pre-intellectual language (1) join to form verbal thought and rational speech (1) until about the age of 7 the failure to distinguish the two leads to egocentric speech (1) at seven years social/communicative speech becomes distinct from internal speech/verbal thought (1)

- (d) Describe and discuss **at least one** way in which knowledge could be mentally represented. Refer to empirical evidence in your answer. (10 marks)

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

Appropriate answers may refer to schemas, imagery, concept organisation and Bruner's modes of representation. Examples may include everyday examples of script schemas (eg for a telephone conversation or shop transaction), the use of visual imagery for exam revision, or a specific conceptual hierarchy (eg of sports).

AO1 marks: Up to 5 marks for identifying (1) and describing (up to 2) each way. Alternatively, up to 2 marks can be gained by describing illustrative studies (1 each).

AO2 marks: 5 marks for discussion which may include

Up to 3 marks (1 each) for appropriate applications/examples of the ways identified

Up to 3 marks (1 each) for stating the implications of studies

Evaluative points, eg on the difficulty of studying mental representation, or of the methodology of studies

No evidence of studies - maximum 5 marks

Mark Bands

10 - 8 marks

Good answers

At least one of the specified ways is accurately described and discussed. Convincing illustrations, which may be in the form of examples and evidence of studies are included. Little or no irrelevant material.

7 - 4 marks

Average answers

As for Band 1 except that there is some irrelevance or inaccuracy. Alternatively no appropriate examples are included. In the bottom half of the band answers may be entirely descriptive, or may fail to refer to any studies.

3 - 1 marks

Poor answers

Very confused or inaccurate answers, or answers which only contain one of the requirements of the question, eg only describing ways of representation or, only describing a study.

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 <i>feature analysis</i> model of face recognition. | (2 marks) |
|-----|--|-----------|

[2 marks : AO1 = 2]

Faces are recognised by the appearance of features (1) plus 1 mark for elaboration which can be gained in several ways including by saying: rather than by configuration/context (1) or by referring to the use of internal and external features (1) or a ‘bottom-up’ approach (1).

- | | | |
|-----|--|-----------|
| (b) | <p>[<i>Pictures of Baby 1 and Baby 2</i>] These two babies have the same features, but they do not look the same.</p> <p>With reference to the holistic forms model of face recognition explain why the babies look different.</p> | (2 marks) |
|-----|--|-----------|

[2 marks: AO2=2]

The holistic form model suggests that the whole face/configuration/position of features is used in face recognition (1). The spacing/position of features in the face are different (1). To gain any marks there must be some accurate reference to the model.

- | | | |
|-----|---|-----------|
| (c) | <p>George and Elaine both suffer from amnesia.</p> <p>George can remember many past events, but recently he seems to be unable to store new memories. Elaine can store new memories, but can't remember what happened to her the week before last.</p> <p>(i) Name the type of amnesia George is suffering from, and outline one possible cause of his amnesia.</p> <p>(ii) Name the type of amnesia Elaine is suffering from, and outline one possible cause of her amnesia.</p> | (6 marks) |
|-----|---|-----------|

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

- (i) Anterograde/pure amnesia (AO2=1). Plus 2 (AO1) marks for suggesting and elaborating an appropriate cause. Possible answers: Brain surgery (1) eg to the hippocampus/to treat epilepsy/as in the case of H.M. (1), brain disease (1) such as that suffered by Clive Wearing (1) Alcohol induced amnesia (1) known as Korsakoff's syndrome/caused by vitamin deficiency (1)
- (ii) Retrograde amnesia (AO2 = 1). Plus 2 (AO1) marks for suggesting and elaborating an appropriate cause. Possible answers:
 Head trauma (1) leading to concussion/failure to consolidate (1) eg Yarnell & Lynch (1)
 ECT (1) treatment for depression (1)
 Repression (1) motivated forgetting/of some upsetting event (1)

- (d) Describe and discuss **at least two** psychological factors which might affect the reliability of eyewitness testimony. Refer to empirical studies in your answer. (10 marks)

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

Factors likely to be referred to include context, leading questions, emotion/stress, time delay, unconscious transference, reconstructive nature of memory, age, stereotyping and interviewing technique (e.g. cognitive interview). Do not accept amnesia.

AO1 marks: Five marks. One each for identifying factors and 1 each for accurate description. Up to 2 marks for description of studies (1 each).

AO2 marks: Up to 5 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
Appropriate comments on how reliable eyewitness testimony is

Only one factor - maximum 6 marks

No evidence of studies - maximum 5 marks

Mark Bands

10 - 8 marks

Good answers

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

Appropriate evaluation is present, which may include evaluation of studies or arguments both for and against the reliability of EWT. Little or no irrelevant material.

7 - 4 marks

Average answers

Answers which fall short of Band 1 because they include significant inaccuracy/irrelevance, or little analysis/evaluation. Answers which include only one factor will not score at the top of the band.

Answers which are purely descriptive will fall in the bottom half of the band.

Answers relying purely on explanations of forgetting - maximum 4 marks.

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. Common sense answers which contain a little relevant psychological content will also appear in this band.

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)	2		0		
(b)	0		2		
(c)	4		2		
(d)	5		5		
Total	11	55	9	45	20
Q2 (a)	2		0		
(b)	0		2		
(c)	4		2		
(d)	5		5		
Total	11	55	9	45	20
Q3 (a)	0		2		
(b)	2		1		
(c)	5		0		
(d)	4		6		
Total	11	55	9	45	20
Q4 (a)	2		1		
(b)	0		2		
(c)	5		0		
(d)	4		6		
Total	11	55	9	50	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)	1		2		
(c)	2		2		
(d)	5		5		
Total	11	55	9	45	20
Q6 (a)	1		2		
(b)	0		2		
(c)	5		0		
(d)	5		5		
Total	11	55	9	45	20
Q7 (a)	3		0		
(b)	0		4		
(c)	3		0		
(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