

GCE 2004  
*June Series*



# Mark Scheme

## Psychology B *(Subject Code PYB2)*

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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.

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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 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

<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.
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## SECTION A: SOCIAL PSYCHOLOGY

**1**

(a) Using an example, state what is meant by the <i>affective component</i> of an attitude. <span style="float: right;">(2 marks)</span>
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[AO1 = 1, AO2 = 1]

One mark for the feeling/emotional aspect of an attitude, plus 1 mark for example, which must be specifically affective (eg disgust at foxhunting, love for friend, fear of spiders).

(b) In your answer book, write down which statement ( <b>A</b> , <b>B</b> or <b>C</b> ) is an example of <ul style="list-style-type: none"> <li>(i) the adaptive function;</li> <li>(ii) the knowledge function;</li> <li>(iii) the ego-expressive function.</li> </ul> <span style="float: right;">(3 marks)</span>
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[AO1 = 0, AO2 = 3]

**AO2**

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

(c) Describe <b>one</b> study in which cognitive dissonance was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. <span style="float: right;">(5 marks)</span>
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[AO1 = 5, AO2 = 0]

**AO1** Likely answers include: Festinger & Carlsmith (1959), Brehm (1956), Aronson & Mills (1959), Freedman (1963), Croyle & Cooper (1983), Zanna & Cooper (1974).

- 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 <b>at least two</b> factors which might influence the effectiveness of persuasive communication. <span style="float: right;">(10 marks)</span>
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[AO1 = 5, AO2 = 5]

**AO1** 5 marks. One mark each (up to 3) for identifying factors plus further marks for accurate

description of them. Likely answers will refer to source factors (expertise, credibility, attractiveness), message factors (fear appeal, argument strength, one or two-sided) and target variables (intelligence, sex, resistance/reactance, forewarning, selective avoidance, whether the target processes the message using the central route or peripheral route).

For example, 3 marks could be gained by saying that credibility (1) is a source factor (1) and is likely to be associated with a source of high status or a good reputation (1).

Do not credit compliance techniques, eg foot in the door.

- AO2** Up to 5 marks for ...
- Application** of factors to examples (eg by saying that a famous TV chef would be a credible source of information about good food).
- Analysis and evaluation** of the effects of factors (eg explaining why a highly fear-arousing message may not be persuasive, or that the effect of credibility declines over time – the sleeper effect).
- Use of empirical evidence** to comment on effectiveness (eg supporting comments on fear arousal with appropriate reference to Janis & Feshbach (1953)).

**Only one factor – maximum 6 marks**

**Mark Bands**

- 10 - 8 marks    **Good answers**
- At least two factors are accurately described, and effective use is made of analysis and/or evidence to evaluate their effectiveness. Little error or irrelevance.
- 7 - 4 marks    **Average answers**
- Factor(s) identified, with some accurate detail in the form of description, application and/or analysis. There may be some inaccuracy or irrelevance.
- 3 - 1 marks    **Poor answers**
- Factor(s) identified, but description is likely to be vague, and without appropriate analysis. Answers which effectively only succeed in listing factors will score in this band. Common-sense answers without discernible 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

(a) Using an example, state what is meant by *ingratiational conformity*. (2 marks)

[AO1 = 1, AO2 = 1]

Conforming in order to gain favour/acceptance from other people (1), plus example (1).

(b) Outline what psychologists mean by a *group norm*. (2 marks)

[AO1 = 2, AO2 = 0]

**AO1** A belief/attitude/behaviour/rule (1) common/shared by majority/expected/accepted:- in a particular group/society (1). Vague or partially correct answer (1). Good example only (1). Credit example supporting weak definition (1).

(c) Identify **three** factors which, according to Asch, might influence whether or not a person conforms with a group norm. State whether each factor tends to increase or decrease conformity. (6 marks)

[AO1 = 3, AO2 = 3]

One (AO1) mark for identifying each factor, plus 1 each for stating direction of effect.

Likely answers:

Group size (1). Conformity increases with group size/but only up to 3 or 4 (1)

Majority size (1). Unanimous majority more likely to lead to conformity (1)

Task difficulty/ambiguity (1). Conformity increases with task difficulty (1)

Presence of another dissenter (1). Decreases conformity (1)

Presence of another dissenter, who then begins to conform (1). Increases conformity (1)

Whether opinion is expressed in public (1). Increases conformity (1)

Fear of ridicule (1). Increases conformity (1). A pair of points vaguely expressed = 1 mark.

(d) Describe and discuss factors which might influence whether or not Stuart will disobey orders and stop to help the other trainee. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Five marks which can be gained in a variety of ways: 1 mark each (up to 3) for identifying a factor plus 1 mark each for description. Up to 2 marks can be gained for citing relevant studies (1 mark each). Do not credit “because order is given by an authority figure”.

Likely factors are proximity of victim, proximity of authority figure, presence of colleague who helps/does not help, personality of the soldier, culture, gender, relative status of soldier and officer, uniform, legitimacy of authority, legitimacy of system, legitimacy of demands, agentic/autonomous state, fear of punishment. Do not accept common-sense factors. Likely studies are Milgram and Hofling.

**AO2** Up to 5 marks for:

**Analysis** of the effects of each factor, eg whether it increases or decreases likelihood of helping.

**Evaluation** of effects of factors, for example by indicating the implications of studies.

**Evaluation** of methodology of studies.

**Application** of factors to the scenario, eg by referring to the proximity of the other trainee.

**No evidence of studies – maximum 5 marks**

**Mark Bands**

10 - 8 marks

**Good answers**

Two or more factors are identified and their effect accurately described, analysed and related to the scenario. Relevant reference is made to one or more studies. Little irrelevant or common-sense material.

7 - 4 marks

**Average answers**

Two factors are identified, described and analysed, but there may be little or no reference to the scenario. Alternatively there will be appropriate reference to the scenario but some inaccuracy in description or analysis.

3 - 1 marks

**Poor answers**

Answers in this band may include appropriate reference to one factor, or consist of a list of factors without effective elaboration, or with extensive irrelevance. Alternatively there may be little relevant material apart from a description of a study. Purely common-sense answers will not score marks.

Total AO1 marks for Question 2 = 11

Total AO2 marks for Question 2 = 9

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



**3**

(a) Describe what is meant by the *looking-glass effect*. (3 marks)

[AO1 = 3, AO2 = 0]

**AO1** The reactions of others (1) can affect the way we perceive ourselves (1). Plus 1 mark for elaboration which could be answered for naming Cooley; explaining that we observe other people and then infer what sort of person produces such reactions; or by giving an example.

(b) Identify **three** types of attribution error or bias. (3 marks)

[AO1 = 3, AO2 = 0]

**AO1** One mark each up to 3 for any of the following: fundamental attribution error; actor/observer effect; self-serving attribution bias, false consensus effect/the fallacy of representative behaviour, group-serving/ethnocentric attribution bias, the importance of consequences (the more serious, the more likely is the FAE), the illusory causation effect, the self-handicapping bias.

Credit can be given if the candidate fails to name, but accurately describes these.

(c) In each case, write in your answer book whether the statement is an example of a **dispositional** attribution or a **situational** attribution. (4 marks)

[AO1 = 0, AO2 = 4]

**AO2** A dispositional  
B situational  
C situational  
D dispositional

(d) Describe and discuss the causal schemata model of attribution. Illustrate your answer with **at least one** example. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Five marks for description, with 1 mark each awarded for each descriptive point. Likely points include: The model describes how we attribute causes to actions (1) in situations where we have little/no knowledge of the actor (1) or about the consensus, distinctiveness and consistency of the action (1). We build up a library of schemas (1) including script schemas (1). Two types of schema: multiple sufficient causes (MSC) (1), in which several situational causes are present, any one of which could explain the action (1) when we tend to discount all but one (1) and multiple necessary causes (MNC) (1) in which several causes must be present for the action to happen (1).

- AO2** Five marks as follows ...
- Analysis** of the model. For example when multiple sufficient situational causes (MSC) are present for the action, but the actor does not take it. This leads to a dispositional attribution. When multiple causes are necessary (MNC) and one is absent, this leads to a situational attribution.
- Application:** Use of illustrative examples of typical causal schemas including scripts, and of MSC and MNC situations.
- Evaluation** of the model, which may compare it with other models, comment on its plausibility (assumes that people make ‘snap judgements’ rather than putting cognitive effort into calculating attributions), low predictive power/difficulty of testing.

**No examples – maximum 6 marks**

**Mark Bands**

- 10 - 8 marks     **Good answers**
- Detailed, clear and accurate description, with appropriate analysis, illustration by example and evaluation. Little error or irrelevance.
- 7 - 4 marks     **Average answers**
- Aspects of the model are correctly described, some illustration by example/analysis is present, although there may be some confusion and inaccuracy. Alternatively description may be accurate and detailed, but other required features may be absent or done poorly.
- 3 - 1 marks     **Poor answers**
- Some recognisable information about the model is present, but confusion and irrelevance predominate.

Total AO1 marks for Question 3 = 11

Total AO2 marks for Question 3 = 9

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

4

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

[AO1 = 2, AO2 = 0]

AO1 The tendency for the side playing at home (1) to win more than 50% of their games/to be more likely to win (1).

(b) Identify the **type** of sport in which high team cohesion is likely to lead to good performance. Name **one** example of this type of sport. (2 marks)

[AO1 = 1, AO2 = 1]

A high interaction sport in which team players co-operate/invasion sport (1), plus appropriate example such as football, hockey, basketball, cricket (except that this is not an invasion sport) (1).

(c) State what is meant by

- (i) social cohesion;
- (ii) task cohesion;
- (iii) team cohesion.

Illustrate each by referring to the description above.

(6 marks)

[AO1 = 3, AO2 = 3]

- (i) How much members like/are attracted to each other (1) “they all enjoy spending time together after a match” (1).
- (ii) How hard members work to achieve goals (1). “(They) always work hard at training sessions” (1).
- (iii) To what extent members stick together/co-operate/remain united in the pursuit of common goals (accept a combination of social and task cohesion) (1). “They are willing to pass the ball, even if this means not scoring themselves” (1).

(d) A cyclist training alone on a deserted road is likely to be less aroused than when competing in a stadium.

Describe and discuss **at least two** psychological causes of arousal in sport. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 One mark each (up to 3) for identification and up to 2 marks each for description of relevant causes 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. Up to 2 marks (1 each) may be awarded for citing relevant studies.

- AO2** 5 marks for ...  
**Analysis** of how the stated causes influence arousal (eg presence of others distracts and so increases demands on attention which requires increased arousal).  
**Application** of these causes to the scenario (eg other athletes or coaches are likely to be in the stadium, so the cyclist will feel her performance is being judged).  
**Evaluation** by specifying the implications of the studies cited and of the methodology of studies.

**Only one cause identified – maximum 6 marks**

**No evidence of studies – maximum 5 marks**

### Mark Bands

- 10 - 8 marks    **Good answers**  
Detailed, clear and accurate analysis and evaluation of at least two causes. Appropriate and effective use of studies. 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 causes, but may contain irrelevant sections or significant inaccuracies. In the top half of the band some analysis/evaluation and empirical evidence will be present. In the bottom half of the band, answers are likely to be descriptive, or to be unsupported by evidence.
- 3 - 1 marks    **Poor answers**  
Answers in this band should identify one cause, though they might rely entirely on information implied in the scenario. 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

(a) Outline what is meant by a *bottom-up* theory of information processing. Give an example of **one** bottom-up theory. (3 marks)

[AO1 = 2, AO2 = 1]

**AO1** One mark each for two features, such as all information needed comes directly from our senses (1), without the need for prior knowledge/experience (1), a data-driven process (1), direct (1) not concept-driven, etc.

**AO2** One mark for identifying theory – likely to be Gibson’s (visual perception) or the feature-analysis model (face recognition). Accept Selfridge’s pandemonium theory, Broadbent’s model of attention.

(b) Using an example, which may take the form of a diagram, explain what is meant by *shape constancy*. (3 marks)

[AO1 = 2, AO2 = 1]

**AO1** Two marks for definition: our ability to see an object as the same shape (1) regardless of the angle of view/even if the retinal image is a different shape (1)

**AO2** One mark for example/diagram, eg showing the retinal image of a door being rectangular in some cases and trapezoid in others.

(c) (i) Identify **one** other example of an ambiguous figure, stating in what way it is ambiguous. (2 marks)

[AO1 = 2, AO2 = 0]

**AO1** One for identifying an ambiguous figure, eg Leeper’s lady, the man/rat drawing, Necker cube, face/vase, etc, plus 1 mark for clearly identifying the two ways it can be perceived.

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

[AO1 = 0, AO2 = 2]

**AO2** 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) Describe and discuss Kahneman’s model of attention. Illustrate your answer with reference to the situation described above. (10 marks)

[AO1 = 5, AO2 = 5]

**AO1** Up to 5 marks for description of the model (1 mark per feature, plus 1 for description). Likely features: central processor, allocation policy, enables dual tasks, limited capacity, influenced by arousal, enduring dispositions, momentary intentions, automatization of some tasks and evaluation of demand. Up to 3 of these points may be credited if present on an accurate diagram.

**AO2** Five marks for discussion which may include ...  
**Application** of features of the model to the example, likely to include ...  
 Carol was able to perform a *dual task* – driving and having a conversation.  
 Carol was an experienced driver so the task was probably *automatised*, did not require many attentional resources.  
 Resources were allocated for conversation because Carol/Chris is talkative. This was an *enduring disposition*.  
 At the accident scene, driving required more attention, so resources were directed towards this, so there was not enough capacity for conversation. *Momentary intentions* led to this.  
 Carol *evaluated the demands on capacity* made by the congestion, and decided to concentrate on driving.  
 Seeing the accident may have increased Carol’s *arousal* and *available capacity*.  
**Evaluation** of the model, possibly by comparison with models of selective attention, and/or evidence of dual-task studies.

### Mark Bands

10 - 8 marks **Good answers**

A detailed and accurate description of the main features of the model, appropriately illustrated by several points in the scenario. Evaluation present. Little or no irrelevant material.

7 - 4 marks **Average answers**

Answers which accurately describe and evaluate the model but make little or no effective use of the scenario. Alternatively answers in which only some aspects of the model are described and illustrated appropriately, and which lack evaluation. There may be some inaccuracy.

3 - 1 marks **Poor answers**

Answers which contain some recognisably correct information about the model, but which are marred by extensive inaccuracy, irrelevance or confusion with other models. Answers consisting of common-sense discussion of the scenario will not score marks.

Total AO1 marks for Question 5 = 11

Total AO2 marks for Question 5 = 9

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

**6**

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

[AO1 = 2, AO2 = 0]

**AO1** Memory for facts/general knowledge (1) plus elaboration such as: part of long-term memory/declarative memory (knowing that)/including rules of language/meanings of words/or other appropriate example (1).

(b) In each case, write in your answer book whether the example illustrates interference, lack of consolidation or retrieval failure. (3 marks)

[AO1 = 0, AO2 = 3]

**AO2**      **A** Lack of consolidation  
              **B** Interference  
              **C** Retrieval failure

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

[AO1 = 5, AO2 = 0]

**AO1** Likely answers include Conrad (1964 – coding), Baddeley (1966 – coding), Miller (1956 – capacity), Peterson & Peterson (1959 – duration/decay), Waugh & Norman (1965 – serial probe – decay/displacement), Murdoch (1962), Philips (1965), Glanzer & Cunitz (1966 – recency effect – displacement).

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 how well the levels of processing model explains why we remember some things better than others. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

**AO1** Up to 4 marks. One mark **only** for naming all three levels: structural/shallow; phonetic/phonemic; semantic, plus 1 mark **each** for describing each level, and 1 mark for indicating that deeper level processing leads to better recall. Alternatively up to 2 marks (1 mark each) can be awarded for accurate detail of studies. Likely studies include Craik & Tulving (1975), Morris et al (1977), Hyde & Jenkins (1973), Nelson & Vining (1978).

**AO2** Up to 6 marks for ...  
**Evaluation** of the model might include the problem that there is no independent way of measuring the depth of processing, and that the model works best for learning word lists and faces.  
 Credit the ideas that elaboration and distinctiveness might lead to better recall.  
 Comparisons with alternative models/explanations of memory/forgetting should be credited.  
 Commenting on **implications of evidence**, eg that semantic processing does not always lead to better recall.  
**Evaluation** of studies, eg commenting that Craik & Tulving's task did not resemble everyday uses of memory.

**No empirical evidence – maximum 5 marks**

### Mark Bands

10 - 8 marks **Good answers**

Clear and accurate description of the model, with several appropriate evaluation points, including use of a study. Both strengths and weaknesses of the model as an explanation will be included. Minimal irrelevance or error.

7 - 4 marks **Average answers**

Competent and mainly accurate description. In the top half of the band, some evaluation will be present. In the bottom half will be answers with appropriate description but without evaluation or without reference to a relevant study.

3 - 1 marks **Poor answers**

Confused and misleading accounts of the models, but containing some correct description.

Total AO1 marks for Question 6 = 11

Total AO2 marks for Question 6 = 9

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



7

(a) Identify <b>two</b> cognitive styles.	<i>(2 marks)</i>
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[AO1 = 2, AO2 = 0]

**AO1** One mark each for convergent, divergent. Also accept descriptions of each of these styles if not named.

(b) Using an example, state what is meant by <i>deductive reasoning</i> .	<i>(2 marks)</i>
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[AO1 = 1, AO2 = 1]

Drawing particular conclusions which are logically implied by given facts/drawing logical conclusions from given premises (1). Plus example which could be of a mathematical operation, syllogism or everyday example.

(c) Natasha enjoys problem-solving. A friend shows her the ‘cheap necklace problem’. .... Refer to this example to explain what psychologists mean by insight learning.	<i>(6 marks)</i>
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[AO1 = 3, AO2 = 3]

**AO1** Three marks for identifying features of insight learning, such as initial recognition of the problem (1), period of incubation/attention not focused on problem/apparent inactivity (1), cognitive restructuring (1) sudden recognition of solution/illumination (1) verification of solution (1).

**AO2** Three marks for linking these features specifically with the scenario.

(d) Describe <b>one</b> communication system used by members of a non-human species, and discuss whether or not this system is a language. Refer to empirical evidence in your answer. <i>(10 marks)</i>
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[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** Up to 3 marks for description of the system, plus 1 mark for reference to the use of criteria, and up to 2 marks for description of relevant studies (1 mark each).

**AO2** Five marks for ...  
 Relevant **analysis** of the systems described, by the valid **application** of language criteria. (for example, bee dancing indicates the position of food at a distance, and so shows displacement, however this is only displacement in space, not time.)  
**Discussion** of the implications of and **evaluation** of relevant studies.

**No empirical evidence – maximum 5 marks**

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

A relevant system is clearly and accurately described and appropriate judgements are made about its status as language, based on soundly-reasoned application of criteria. Answers are supported by specific reference to at least one empirical study and consider the possibility that the system may not be a language.

**7 - 4 marks    Average answers**

In the top half of the band will be answers which correctly apply language criteria, though some incorrect judgements may also be present. Answers are supported by specific reference to criteria and at least one study. In the bottom half of the band, answers will accurately describe a relevant communication system, but may not refer to criteria or not refer to a study.

**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 (eg 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

(a) Describe the *holistic forms* model of face recognition. (3 marks)

[AO1 = 3, AO2 = 0]

**AO1** Any three from: The whole face is used in face recognition (1) not just features (1), but also the configuration/layout/spacing of features (1) and also context/what we know about the person (1), face is matched with stored FRUs (1) and leads to activation of PINs (1) and finally name-generation (1), a top-down model (1), face is stored as a template (1).

(b) For each of the following individuals, write in your answer book whether he is more likely to suffer from **anterograde** amnesia or **retrograde** amnesia.

A Dave received ECT to treat his depression.

B Bob had a brain operation to treat his epilepsy.

C Colin was knocked unconscious when he fell off his mountain bike.

(3 marks)

[AO1 = 0, AO2 = 3]

**AO2** A Retrograde  
B Anterograde  
C Retrograde

(c) Outline what is meant by *age-related dementia* and describe **two** of its likely effects on memory. (4 marks)

[AO1 = 4, AO2 = 0]

**AO1** Up to 2 marks for any of the following: impairment of cognitive functioning (1) occurring in some older people (1), most commonly Alzheimer's disease (1).  
Plus up to 2 marks for effects on memory – any two from: difficulty recalling events from lifespan, especially recent ones (1), poor semantic memory, eg naming vegetables or capital cities (1), impaired short-term memory, eg low digit span (1).

(d) Discuss whether or not such recovered memories are likely to be false. Refer to empirical evidence.

[AO1 = 4, AO2 = 6]

**AO1** One mark each for identifying different explanations (implanted memories, repressed memories), plus 1 mark each for factual elaboration, which could include detail of studies (1 mark each). Relevant studies include Williams (1994), Loftus & Ketcham (1994). Accept other evidence such as Loftus & Palmer (1974) and the Piaget abduction anecdote.

**AO2** Six marks for ...  
**The use of evidence** to support the effect of factors (eg the shopping mall study to support the false memory explanation).  
**Reasoned application** of the two explanations to an example (probably Pierre). For example, Pierre remembers details of the television programme, but links these with his own actual childhood, so creating false memories.  
**Evaluation** of the two explanations, eg in terms of how well-supported by evidence.  
**Evaluation** of the methodology of studies, eg Williams study flawed because participants may refuse to report abuse even if they remember it.

**No evidence of studies – maximum 5 marks**

### Mark Bands

10 - 8 marks **Good answers**

Answer which accurately describe, analyse and discuss both sides of the recovered/false memory debate. Effective use is made of illustration (probably from the scenario) and empirical evidence.

7 - 4 marks **Average answers**

Answers which refer to the debate, but which are flawed in some way, eg concentrate on one side of the debate, or contain significant inaccuracy, or fail to develop arguments. Answers which do not refer to empirical studies will fall in the bottom half of the band.

3 - 1 marks **Poor answers**

Answers which contain some relevant information, but which otherwise have little psychological content (analysis, application, discussion), and may feature extensive irrelevance and common sense material.

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

## Section B Cognitive Psychology

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and evaluation (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q5 (a)	3		0		
(b)	3		0		
(c)	0		4		
(d)	5		5		
Total	11	55	9	45	20
Q6 (a)	1		1		
(b)	2		0		
(c)	3		3		
(d)	5		5		
Total	11	55	9	45	20
Q7 (a)	2		0		
(b)	1		1		
(c)	3		3		
(d)	5		5		
Total	11	55	9	45	20
Q8 (a)	2		0		
(b)	0		3		
(c)	5		0		
(d)	4		6		
Total	11	55	9	45	20