AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Psychology 5186/6186
Specification B

PYB2 Social and Cognitive Psychology

Mark Scheme

2005 examination – June 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

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 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 the quality of written communication for the band allocated, then s/he will lose one mark.

General Approach

Band 1	Good quality of written communication	The candidate will express complex psychological ideas clearly and fluently, with well-linked sentences and paragraphs using appropriate psychological terminology. Presentation of psychological concepts and arguments will be relevant and well-structured. There will be few, if any, errors of grammar, punctuation and spelling.
Band 2	Average quality of written communication	The candidate will express complex psychological ideas clearly if not always fluently. Some limited but not consistent use of psychological terminology. Sentences and paragraphs reasonably well connected. Presentation of psychological concepts and arguments may sometimes be less relevant and poorly structured. Some errors of grammar, punctuation and spelling.
Band 3	Poor quality of written communication	The candidate will express simple psychological ideas clearly but be imprecise with more complex ideas. Sentences and paragraphs may not be connected and may be disjointed. Use of mainly non-specialist terms with only occasional psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors of grammar, punctuation and spelling will be present and obtrusive.

SECTION A: SOCIAL PSYCHOLOGY

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

(a)   Using an example, outline what is meant by *cognitive dissonance*.   *(3 marks)*

[AO1 = 2, AO2 = 1]

One A01 mark (up to 2) for any two from:
- inconsistency between attitude and behaviour/inconsistency between attitude components/cognitions;
- a negative drive state/feelings of tension/discomfort;
- tends to motivate attitude change/seek consonance.
Plus one A02 mark for specific example, eg smoking and knowing that smoking is harmful (accept a study as an example).

(b)   (i) Draw and label a scale on which a participant could indicate his or her attitude to this item.   *(2 marks)*

[AO1 = 2, AO2 = 0]

One mark for 2 or more verbal labels 'strongly agree, agree, undecided, disagree, strongly disagree' or similar, plus one mark for scale with at least 3 options or tick boxes indicating degree of agreement with the statement.

(ii) Name the type of attitude scale that you have drawn in your answer to (b)(i).   *(1 mark)*

[AO1 = 0, AO2 = 1)]

Likert (1)

(c)   Using an example, distinguish between prejudice and discrimination.   *(4 marks)*

[AO1 = 2, AO2 = 2]

Prejudice is an attitude/cognition/feeling/generalised dislike of a group (1), discrimination means acting inequitably towards an attitude object/putting prejudice into action/behavioural component of prejudice (1). Plus 1 mark for distinction point, eg a prejudiced person might not act on their attitude; or prejudice includes all three components, whereas discrimination is solely behavioural

Plus 1 mark for example which refers to or implies a specific basis of prejudice or discrimination (race, gender, etc) (1)

Alternatively the last two marks may be gained by giving a valid example of each.

(d) Describe and discuss the Social Identity Theory explanation of prejudice. Refer to empirical evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   Up to 5 marks, 1 mark each for features of SIT – social identity refers to the group(s) people identify themselves as belonging to social categorisation; social identity contributes to self-image; people strive to maintain a positive self-image; the distinction between in-groups and out-groups; mere knowledge of another group/minimal group is sufficient for prejudice to occur. Up to 2 marks (1 each) for accurate description of studies.

Likely studies include Sherif et al (1961), Tajfel et al (1971), Billig & Tajfel (1973), Locksley et al (1980), Lemyre & Smith (1985).

AO2   Up to 5 marks for:

Application of SIT to prejudice – the tendency to emphasise the negative aspects of out-groups as a way of increasing self-esteem. Application to relevant examples.
Analysis of the implications of studies – stating whether and explaining why evidence supports or refutes SIT.
Evaluation of SIT in relation to evidence and alternative explanations, eg competition for resources not necessary. Social identification does not always lead to prejudice.
Evaluation of methodology of studies, eg low ecological validity of minimal groups studies.

No evidence of studies - maximum 6 marks

Mark Bands

10 - 8 marks   **Good answers**

A detailed and accurate account of the SIT applied to explain prejudice, with appropriate evaluation including effective use of studies. Little error or irrelevance.

7 - 4 marks   **Average answers**

SIT is described, mainly accurately, but application to prejudice, analysis/evaluation is only partially present, or marred by inaccuracy. At the top of the band, answers must refer to recognisable studies.

3 - 1 marks   **Poor answers**

Some relevant information about the theory is present, and possibly the outline of a study. However, the answer fails to address the question effectively or might contain extensive irrelevance and/or inaccuracy.

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)   Using an example, outline what is meant by a group norm.   *(3 marks)*

[AO1 = 2, AO2 = 1]

A belief/value/attitude/behaviour/rule (1 A01) common to/shared by majority/thought appropriate/ expected/accepted (in a particular group/society) (one A01) Plus one A02 mark for specific example.

(b)   Distinguish between conformity and obedience.   *(3 marks)*

[AO1 = 2, AO2 = 1]

One A01 mark each (up to 2) for a brief definition/example of each, plus 1 (A02) mark for identifying a difference. Possible answer: Conformity means yielding to group pressure (1), obedience means doing as ordered by an authority figure (1). The difference is that conformity is a group effect, whereas obedience is an interpersonal effect, or The difference is that conformity can occur within groups of people of equal status, whereas in obedience an authority figure (seen as having power or status) is involved. Or obedience is an explicit request but conformity can result from imagined pressure.

(c)   Briefly explain **two** ethical issues raised by Milgram's research into obedience.   *(4 marks)*

[AO1 = 2, AO2 = 2]

One A01 mark each (up to 2) for identifying issues – likely to be stress/protection from harm; loss of self-esteem; deception; lack of informed consent; lack of opportunity to withdraw; debriefing (which did occur), plus one (A02) mark each for explanation which might include saying how the issue arose in the research.

(d)   In a major criminal trial, members of the jury spend several days considering whether the defendant is innocent or guilty. Most jury members believe the defendant is innocent, though a small minority believe the defendant is guilty.

Describe and discuss **at least two** psychological factors which might affect whether or not the minority will succeed in influencing the majority.   *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks. 1 mark for identifying each factor, plus up to 2 marks for description of each factor, depending on detail. Relevant factors include majority/minority size; task difficulty; unanimity/presence of dissenters; status/power/autonomy; credibility; behavioural style: including confident non-verbal style; consistency; persistence; flexibility; use of 'idiosyncrasy credits'; appearing to act from principle; making sacrifices. Whether the majority is involved in systematic thinking/discussion about the arguments; and individual differences such as level of expertise/knowledge, need for affiliation, and personality of the majority or compliance appropriately applied to this situation. Up to 3 of these marks can be gained by relevant information about techniques of persuasion.

AO2   5 marks for

Application of factors to the situation described.

Analysis of the effect different factors have on conformity, eg increasing task difficulty increases probability of conforming or explaining effect, eg consistency creates doubt in minds of majority.

Analysis of the implications of evidence cited.

Evaluation of minority influence in group situations, recognising that the majority usually has more influence.

Likely studies include Moscovici, Lage & Naffrechoux (1969), Moscovici & Nemeth (1974), Wolf (1979), Moscovici & Mugny (1983), Petty et al (1994), Smith et al (1996), Zdaniuk & Levine (1996). Majority influence studies such as Jenness, Sherif, Asch, and Crutchfield are also relevant for evaluation.

Only one factor – maximum 6 marks

Mark Bands

10 - 8 marks   **Good answers**

Two or more factors relevant to minority influence are identified and accurately described, analysed and related to the scenario. The candidate demonstrates awareness of the limitations of minority influence. Little irrelevance or inaccuracy.

7 - 4 marks   **Average answers**

One or (at the top of the band) two factors are identified and described. There is some analysis and/or evaluation/reference to the scenario. There might be some inaccuracy, for example, overstating of minority influence.

3 - 1 marks   **Poor answers**

Answers in this band might include appropriate reference to one factor, or consist of a list of factors without effective elaboration, or with extensive irrelevance. Alternatively, there might be little relevant material apart from a description of a study. Alternatively, answers which focus entirely on majority influence. 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   **Total for this question: *20 marks***

(a)   Using an example, outline what is meant by *stereotyping*.   *(3 marks)*

[AO1 = 2, AO2 = 1]

Two (A01) marks for accurate definition, similar to that below, or 1 mark for partial definition. Believing that all members of a (social) group (1) share certain traits/characteristics (1). Alternatively, categorising a person as a member of a particular group (1) and then inferring they have a trait shared by all members of that group (1). Plus 1 (A02) mark for specific example.

(b)   Outline what is meant by *social comparison* in self perception.   Illustrate your answer with an example.   *(3 marks)*

[AO1 = 2, AO2 = 1]

Two (A01) marks for accurate definition, similar to that below, or 1 mark for partial definition. The influence on self-image/our judgements of ourselves (1) of observing the qualities/abilities of others in relation to our own (1) Plus 1 (A02) mark for specific example.

(c)   Brian is giving Cath a lift home from work, as usual. A car overtakes and cuts in front of them, narrowly avoiding a collision.

Brian comments, "Another bad driver."

Cath points out that Brian did something very similar on the way to work that morning.

Brian replies, "Ah yes, but that was because we were late."

Name and explain the type of attribution bias Brian shows in this example.   *(4 marks)*

[AO1 = 2, AO2 = 2)]

One A02 mark for naming the actor-observer effect, two A01 marks for stating the effect (a tendency to make situational attributions of one's own behaviour) (1) but dispositional attributions of the behaviour of others (1). Plus 1 A02 mark for relating this to the example – "that was because we were late" is a situational attribution.

Credit up to 2 marks for partially correct answers referring to other biases (The FAE and self-serving bias).

(d) Describe and discuss the correspondent-inference model of attribution.   *(10 marks)*

[AO1 = 5, AO2=5]

AO1   5 marks for description, with 1 mark each awarded for communicating what is meant by 'attribution', and for explaining that a correspondent inference means a judgement that a person's act reflects their personality.

Also give 1 mark each for identifying, plus 1 each for describing, any of the key factors of choice, noncommon effects, social desirability, hedonic relevance and personal directedness.

AO2   5 marks for

Application of the model to examples.

Analysis of the effect of each factor on the attribution made, ie actions which are **freely** chosen, have **few** noncommon effects, are **low** in social desirability, **high** in hedonic relevance and are personally directed, are likely to lead to **correspondent** (dispositional) attributions.

Evaluation including recognition that the theory takes account of observer bias and the importance of intentions, plus criticisms such as the point that not all behaviour which can be dispositionally attributed is intentional, that few people are likely to engage in the cognitive effort of taking several factors into account, and that in many cases these sources of information are unavailable.

Also the point that the theory over-emphasises the importance of social desirability.

Evaluation may be supported by studies such as the Jones et al (1961) astronaut/submariner study.

Mark Bands

10 - 8 marks   **Good answers**

Aspects of the theory are accurately described, and appropriate evaluations are made. The answer is clearly focused on the question and features the correct technical terminology. Little error or irrelevance.

7 - 4 marks   **Average answers**

The top half of the band will include answers in which key factors are accurately described and at least one appropriate analysis/evaluation point is made. The bottom half of the band will contain accurate descriptive answers, or those containing description and evaluation, but with significant inaccuracies and/or irrelevance.

3 - 1 marks   **Poor answers**

Likely to contain mainly descriptive answers with only one or two factors correctly identified and with extensive confusion or inaccuracy. Answers which do not convey any accurate information about the theory will score no marks.

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)   Using an example, outline what is meant by *social facilitation*.   *(3 marks)*

[AO1 = 2, AO2 = 1]

The effect of the presence of other people/coaction/competition/an audience on performance (1 A01) plus elaboration: an improvement in performance/comparison with social inhibition (1 A01). Plus 1 A02 mark for specific example.

(b)   Briefly explain how distraction might affect the level of arousal of an athlete. Illustrate your answer with an example.   *(3 marks)*

[AO1 = 1, AO2 = 2]

Distraction is likely to increase arousal (1 A01), because of the increased/conflicting attentional demands of task and audience (1 A02). Plus 1 A02 mark for specific example.

(c)   State what is meant by *home ground advantage*, and identify **three** reasons why it occurs.
                                                                                        (4 marks)

[AO1 = 4, AO2 = 0)]

One A01 mark for definition: The tendency for the side playing at home to win more than 50% of their games/to be more likely to win. Plus up to 3 A01 marks (1 each) for any 3 from: familiarity with pitch and conditions/pitch size; travelling time/travel fatigue; climatic differences; audience/crowd factors including number of home supporters, density, hostility to visiting team; official/referee bias.

(d)   Discuss the relationship between cohesion and performance in **two** types of team sport. Refer to empirical evidence in your answer.   *(10 marks)*

[AO1 = 4, AO2 = 6]

AO1   4 marks.   1 mark each for identifying types of sport: high- and low-interaction sports/interactive & coactive, plus up to 2 for describing the relationships (positive correlation in most high-interaction sports, negative correlation in most low-interaction sports). 1 mark each (up to 2) for accurate description of studies.

Relevant studies include: Peterson and Martins, Taylor et al (1983), Slater and Sewell (1994), Stogdill (1972), Widmeyer et al (1993).

AO2   6 marks for

Application of each concept to an example, eg high- interaction sports include football, basketball, cricket, rackets doubles, rowing, etc, while low-interaction team sports include team shooting and bowls.

Analysis of the relationship between cohesion and performance – explaining why level of interaction might influence the relationship, and that the effect of cohesion on performance may also depend on whether high productivity is a norm of the group. Reference to a circular or two-way relationship, ie cohesion, could improve performance and good performance could increase cohesion.

Also analysis of the concept of cohesion, eg distinction between social and task cohesion, team cohesion as a combination of these.

Evaluation, eg appropriately commenting on the implications of specific studies, and recognising uncertainty in the actual relationship between cohesion and performance

Only one type of sport - maximum 6 marks
No evidence of studies - maximum 6 marks

Mark Bands

10 - 8 marks   **Good answers**

Answers which clearly describe the relationship between cohesion and performance, and include relevant analysis/evaluation. The answers refer to appropriate evidence and to two types of sport. There is minimal irrelevance and inaccuracy.

7 - 4 marks   **Average answers**

Answers in this band are likely to include some accurate description of the links between cohesion and performance, but few evaluative or analytical points.

At the top of the band are answers which refer to both types of sport, but which lack sufficient detail or accuracy for Band 1. Lower down in the band are answers which fail to distinguish between types of sports, or which do not refer to actual studies.

3 - 1 marks   **Poor answers**

Answers which include some relevant material, but which are marred by lack of detail, serious inaccuracy or which fail to make an appropriate connection between cohesion and performance.

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)   Using an example, explain what is meant by an *ambiguous figure*.   *(3 marks)*

[AO1 = 2, AO2 = 1]

One A02 mark for giving an example by naming, describing or drawing an ambiguous figure, eg Leeper's lady, the man/rat drawing, Necker cube, face/vase, etc.

One A01 mark for stating it is a figure which can be interpreted in more than one way, plus a further A01 mark for stating in what way the figure identified is ambiguous.

(b)   Outline what is meant by a *top-down* theory of information processing. Give **one** example of a top-down theory.   *(3 marks)*

[AO1 = 2, AO2 = 1]

One A01 mark each for 2 features such as: concept-driven process (1), using prior knowledge/experience (1), indirect (1), involving inferences (1), not data-driven, etc.

One A02 mark for identifying theory likely to be Gregory's (visual perception) or the holistic forms model (face recognition).

(c)   Louise and Alex chat after their psychology exam. Louise says, "I couldn't concentrate because of the noise of that cement mixer outside." Alex replies, "Cement mixer? I never noticed it." With reference to **one** psychological theory of attention, briefly explain Alex's failure to notice the noise of the cement mixer.   *(4 marks)*

[AO1 = 2, AO2 = 2)]

One A01 mark for identifying a relevant theory, plus 1 A01 mark for detail/elaboration. Two A02 marks for correctly relating the theory to the example.

Possible answers: Broadbent's theory (1) suggests you can only attend to one channel at a time (1), so Alex will have filtered out the noise of the cement mixer (1) because she selected to attend to the examination task (1).

Triesman's theory (1) suggests you can only attend to one channel at a time (1) so Alex will have attenuated the channel carrying the noise of the cement mixer (1) because she selected to attend to the examination task (1).

Deutsch and Deutsch/pertinence model (1) suggests that, while all channels are semantically processed below the level of awareness (1), Alex will have focused on responding to the exam questions (1) because this channel was more relevant/pertinent/important to her (1).

Kahneman's model (1) suggests that an individual is able to allocate attention flexibly (1) and, because the exam was important to Alex, her intention was to allocate resources to that (1) and, because she found the task very demanding (1), no processing capacity was left over from the exam to attend to the cement mixer (1).

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

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

Refer to empirical evidence in your answer.   *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks. Up to 2 marks each for describing the influence of each factor (they can influence what we select or notice to perceive and they can also influence how we interpret sensory data), plus 1 mark each (up to 3) for description of studies. Likely studies include Bruner & Postman (1949), Bruner & Minturn (1955), Gilchrist & Nesburg (1952), McGinnies (1949), Hudson (1960), Turnbull (1961), Bugelski & Alampay (1962), Segall et al (1963).

AO2   5 marks for

Illustration of the influence of factors with examples.
Analysis of the implications of studies, analysis of explanations such as perceptual defence, cultural differences in susceptibility to illusions, etc.
Evaluation of explanations and studies.

Only one factor – maximum 6 marks
No empirical evidence – maximum 6 marks

Mark Bands

10 - 8 marks   **Good answers**

Effects of two of the factors on perception are clearly outlined and well supported with appropriate and accurately-presented evidence. The answer is well organised. There is little irrelevance or inaccuracy.

7 - 4 marks   **Average answers**

At the top of the band there should be reference to two factors although this will not be as detailed or accurate as for the top band. Answers in the bottom half of the band are likely to be mainly descriptive.

Information is not as well organised as for the top band and there might be omissions and inaccuracies. There might also be some confusion in relating studies to the appropriate factor.

3 - 1 marks   **Poor answers**

Answers which contain some recognisably correct information about the influence of one factor, but which are marred by extensive inaccuracy, irrelevance or confusion between factors.

Total AO1 marks for Question 5 = 11
Total AO2 marks for Question 5 = 9
Total marks for Question 5 = 20 marks

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

(a) Jamie decides to go for a bicycle ride. Although he has not ridden his bicycle for three years,

    A   he remembers how to ride a bicycle;

    B   he remembers the time he fell off and hurt his arm;

    C   he remembers the name and model number of the bicycle.

In your answer book write down which statement (**A**, **B** or **C**) is an example of the following:

  (i) episodic memory;

 (ii) semantic memory;

(iii) procedural memory.   *(3 marks)*

[AO1 = 0, AO2 = 3]

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

(b) Using an example, outline what is meant by *interference* as an explanation of forgetting.   *(3 marks)*

[AO1 = 2, AO2 = 1]

One mark for disruption/confusion of memory by other stored information/by what we do before or after learning, plus one mark for: where information is similar/can be proactive or retroactive or one mark for either if defined correctly. Further independent (A02) mark for example such as learning squash interferes with existing tennis skills or a typical list A list B learning study.

(c)   List **four** other psychological explanations of forgetting, apart from interference.   *(4 marks)*

[AO1 = 4, AO2 = 0)]

One mark each for any 4 from: decay; displacement; lack of consolidation; repression; retrieval failure/state or context dependent forgetting. Not amnesia.

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

(10 marks)

[AO1 = 5, AO2 = 5]

AO1   Up to 5 marks. 1 mark each for descriptive points, including: not a unitary store/central executive plus subsystems; naming/identifying …. articulatory loop/articulatory control system/'inner voice'; primary acoustic/phonological store/'inner ear'; visuo-spatial sketchpad/scratchpad/'inner eye'; phonological loop; limited capacity; limited/short duration/ short term memory.
Up to 2 of these marks (1 each) for accurate details of relevant studies.

Likely studies include: Brooks (1968), Baddeley, Thomson and Buchanan (1975), Hoosain and Salili (1988), Hulme, Thomson, Muir and Lawrence (1984), Levey, Aldaz, Watts and Coyle (1991), Paulesu et al (1993), Baddeley et al (1998).

Up to 5 marks for

Application of knowledge of the model to examples, eg use of articulatory loop as temporary store for short sequences of words or digits, use of VSS for navigation.
Analysis of how WM functions, according to the model, eg the central executive allocates data to slave systems, or the idea that dual tasks are unimpaired if they rely on different subsystem/slave components.
Analysis of the implication of studies.
Evaluation of the model including support from studies and practical application/relevance and comparison with the multistore model view of STM.

No empirical evidence - maximum 6 marks

Mark Bands

10 - 8 marks   **Good answers**

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

7 - 4 marks   **Average answers**

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

3 - 1 marks   **Poor answers**

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

Total AO1 marks for Question 6 = 11
Total AO2 marks for Question 6 = 9
Total marks for Question 6 = 20 marks

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

(a)   Outline **one** criterion for language.   *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark for identifying plus 1 mark for accurate description of any one of the following: arbitrary symbols; creativity/productivity; structure-dependence/rules/grammar; displacement; semanticity; prevarication; reflectiveness; turn-taking; tradition; duality of patterning; learnability; use of vocal-auditory channel; cultural transmission; and spontaneous usage.

(b)   Briefly outline Piaget's view of the relationship between language and thought.   *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark each for any two of the following, alternatively two marks if one of these points is appropriately elaborated:

Language is dependent on thought; cognitive development precedes language development; egocentric speech (a 'running commentary') is replaced by socialised speech.

(c) (i)   Name the cognitive style illustrated by Bob's list. Justify your answer.   *(3 marks)*

[AO1 = 1, AO2 = 2)]

Convergent (1 A02), plus 1 mark (A01) for elaboration such as: conventional, unoriginal, and 1 mark (A02) for linking this with the example given.

     (ii)   Name the cognitive style illustrated by Richard's list. Justify your answer.   *(3 marks)*

[AO1 = 1, AO2 = 2)]

Divergent (1 A02), plus 1 (A01) mark for elaboration such as unconventional, creative, looking beyond the obvious/expected response, and 1 mark (A02) for linking this with the example given.

(d) Describe and discuss **at least two** ways in which knowledge can be mentally represented. Refer to empirical evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

Appropriate answers might refer to schemas, imagery, concept organisation and Bruner's modes of representation. Examples might 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 Up to 5 marks for identifying (1) and describing (up to 2) each way. Up to 2 marks can be gained by describing illustrative studies (1 each). Likely studies include: Brewer & Treyens (1981), Cooper & Sheperd (1973) and Collins & Quillian (1969).

AO2 5 marks for

Application: appropriate applications/examples of the ways identified.
Analysis: stating the implications of studies.
Evaluation: eg the difficulty of studying mental representation, or of the methodology of studies.

Only one way – maximum 6 marks
No evidence of studies - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Two ways are 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**

Answers in this band might only adequately describe one way. Alternatively, two ways might be adequately described but with little or no discussion. In the bottom half of the band will be answers which fail to cite relevant evidence.

3 - 1 marks **Poor answers**

Very brief, confused or inaccurate answers, which contain some relevant information, such as reference to a way of representing knowledge.

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)   Give **one** factor which might affect the reliability of an eye-witness account of an incident. Illustrate your answer with an example.   *(2 marks)*

[AO1 = 1, AO2 = 1]

One A01 mark for one of the following factors: emotion/stress; leading questions/interviewing style; context; weapon focus; age, stereotyping/expectation/beliefs/schemas, etc. Plus one A02 mark for a related example which could be an outline of a study.

(b)   In an experiment it was found that it took longer to recognise the faces of celebrities that were shown inverted (see **Figure 1**) than faces shown the right way up (see **Figure 2**).

       Does this finding support the feature analysis or the holistic forms explanation for face recognition? Justify your answer.   *(3 marks)*

[AO1 = 0, AO2 = 3]

Holistic forms (1) plus up to two marks for: because the image does not match the template (1), because the orientation/configuration of the face made identification slower (1), so that the participants must have used not only features in recognition/if participants had relied on features only there would have been no difference (1) Accept alternative wording.

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

[AO1 = 5, AO2 = 40]

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

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

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

1 mark - aim
1 mark - information about method
1 mark - results
1 mark - conclusion
1 mark - additional detail, especially about procedure, results or evaluation

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(d) Describe and discuss the ethical **and** theoretical implications of the false memory debate. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks. 1 mark each for identifying (plus 1 each for elaborative detail) ethical and theoretical implications:

Ethical: risk of false accusations (eg of child abuse); risk that genuine victim will not be believed; alleged bias/irresponsibility of some therapists; recovering false (or even true) memories might make things worse for the supposed victim); reference to ethical guidelines for therapists; attempts to resolve the debate by empirical studies risk being unethical upsetting, over-intrusive.

Theoretical: concepts of implanted memories; and recovered repressed memories; difficulty of verification of events long past; likelihood that possible witnesses will not provide objective evidence; difficulty in finding/researching empirical evidence for implanting and repression.

AO2   5 marks for:
Analysis of issues including why they arise, eg the desire of troubled individuals for explanations, the need for therapists to provide them, analysis of consequences including family breakdown, analysis of how false memories might be implanted or reconstructed.
The use of evidence to evaluate ethical implications. Relevant evidence includes Gudjonsson (1997).
The use of evidence to evaluate explanations of factors. Relevant studies include Williams (1994), Femina et al (1990), Loftus & Ketcham (1994), Loftus & Palmer (1974) and the Piaget abduction anecdote.
Analysis of the implications of studies (eg Loftus & Ketcham show that implanting false memories is quite easy).
Evaluation of studies (eg in the Williams study, some forgetting might have resulted from the victims being so young that recall of a range of events was likely to be poor).

Mark Bands

10 - 8 marks   **Good answers**

Answers which accurately describe, analyse and discuss both ethical and theoretical implications. Answers are supported by detailed analysis. Little irrelevant material.

7 - 4 marks   **Average answers**

Answers which deal effectively with ethical or theoretical issues only. Alternatively, answers which describe both ethical and theoretical issues, but provide little analysis/ evaluation.

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