



General Certificate of Education

Psychology 5186

Specification B

Unit 2 (PYB2) Social and Cognitive Psychology

Mark Scheme

2007 examination - January series

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

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PYB2

Quality of Written Communication

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
- ensure spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

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

Band 1: Good quality of written communication

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

Band 2: Average quality of written communication

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

Band 3: Poor quality of written communication

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

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

SECTION A: SOCIAL PSYCHOLOGY**1****Total for this question: 20 marks**

(a) One explanation for prejudice is that some people have an Authoritarian Personality.

Identify **three** features of the Authoritarian Personality. *(3 marks)*

[A01 = 3, A02 = 0]

1 mark each for any 3 appropriate points such as: (A personality type) featuring conventionality/conformity; hostility towards people of lower status; servility/obedience/respect towards people of higher status/authority figures; predisposition to extreme political views; rigid/dogmatic attitudes; harsh, punitive childrearing experience; transferring repressed hostility to parents onto minority group members.

(b) Name **one** projective technique. Outline how this technique can be used to investigate attitudes.

(3 marks)

[A01 = 1, A02 = 2]

To score 3 marks the candidate should name one projective test (e.g. thematic apperception test, Rorschach) (1), should provide some specific accurate detail about procedure (1) and show how ambiguous material leads the respondent to unknowingly reveal a particular attitude/explain that projection means interpreting ambiguous material according to a person's needs, desires and concerns (1).

(c) Distinguish between the affective and cognitive components of an attitude. Illustrate your answer with an example of **each** component. *(4 marks)*

[A01 = 2, A02 = 2]

1 mark each for defining each component (affective = how a person feels about the attitude object, cognitive = the knowledge and beliefs a person has about the attitude object). Alternatively credit this information expressed as a difference. 1 mark each up to 2 for appropriate examples of each, which must be clearly affective or clearly cognitive.

- (d) A psychologist has been asked to contribute to an advertising campaign to persuade young people to take more exercise.
- Describe and discuss **at least two** factors in persuasive communication that the psychologist might suggest. (10 marks)

[A01 = 5, A02 = 5]

A01 Up to 5 marks. 1 mark each 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 the peripheral route). For example, 2 marks could be gained by saying that credibility (1) is likely to be associated with a source of high status or a good reputation (1). Credit 1 mark for accurate description of relevant research.

A02 Up to 5 marks for:
Application of factors to the task of persuading young people to exercise (eg by using a well-known footballer to advocate joining in sport).
Analysis and evaluation of the effects of factors (eg explaining why a highly fear-arousing message might not be persuasive, or that the effect of credibility declines over time - the sleeper effect).
Use of empirical evidence to comment on use of factors (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. There is clear and effective evaluation/analysis and application to the task of persuading people to take exercise. Little error or irrelevance.

7 - 4 marks **Average answers**

An answer which effectively describes at least one relevant factor and which either effectively analyses factor(s) or applies factor(s) to the task of persuasion. Answers with both weak application and analysis are also likely in this band. There may be some inaccuracy or irrelevance. At the top of the band, at least two factors will be identified.

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 (eg marketing tips) without effective reference to psychological factors will score no marks.

Total A01 marks for Question 1 = 11

Total A02 marks for Question 1 = 9

Total marks for Question 1 = 20 marks

2

Total for this question: 20 marks

(a) Outline what social psychologists mean by <i>internalisation</i> .	(2 marks)
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[A01 = 2, A02 = 0]

Credit the following two points (which may be expressed in a range of different ways):

A type of conformity (1) in which a person comes to genuinely/privately accept/believe in the attitude/cognition of the group (1).

(b) Name one technique for gaining compliance with a request. Give an example of the use of this technique.	(2 marks)
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[A01 = 1, A02 = 1]

1 mark for naming, plus 1 mark for example. Likely answers include:

Foot in the door (1), eg ask to borrow 20p, after paying this back, ask to borrow £10. (1)

Door in the face (1), eg ask for a 40% pay rise, then moderate this to a 16% pay rise. (1)

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

That's not all (1), eg offer a year's subscription to a magazine at a discount, then offer three 'back copies' free (1)

(c) The twelve directors of a football club are meeting to decide how much money the club should spend on new players. It will not be easy for them all to agree on a figure. Most of the directors are unwilling to spend more than £10 million. One of the directors, Gary, wants the club to spend £15 million. Another director agrees with Gary.	
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From the description above, identify **three** psychological factors that might influence conformity. State the likely influence of **each** factor on whether or not Gary will conform to the majority of the group. (6 marks)

[A01 = 3, A02 = 3]

1 mark each for identifying factors (up to 3), plus 1 each for stating effect.

Likely answers:

Majority/group size (1) increases conformity/he will conform (1)

Task difficulty/ important decision with no obvious right answer (1) increases conformity/he will conform (1)

Presence of supporter/another director (1) decreases conformity/he will not conform (1)

(d) Describe and discuss ethical **and** methodological issues which have arisen in studies of conformity. (10 marks)

[A01 = 5, A02 = 5]

A01 Up to 5 marks. 1 mark each for identifying each issue, 1 mark each for describing it. 1 mark for accurate description of relevant study.
 Relevant ethical issues include participant embarrassment/stress, deception and lack of informed consent.
 Relevant methodological issues include invalid measures of conformity, eg artificial conformity situations, not related to actual social norms, lack of an authentic group, unrepresentative sample. Also accept the practical issue of the time-consuming nature of Asch's study, compared with Crutchfield's procedure.

A02 5 marks for discussion which might include:
 Analysis of issue, eg why the specified action is unethical or methodologically flawed.
 Counter arguments, eg need for good control of variables makes it more difficult to use more realistic conformity situations; why deception was necessary.
 Accurately illustrating issues with reference to actual studies.

Likely studies include the work of Jenness, Sherif (autokinetic effect), Asch, Crutchfield as well as Moscovici, Lage & Naffrechoux (1969) and Wolf (1979).

Only one type of issue (either ethical or methodological) - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately state and describe at least one ethical and at least one methodological issue, and which include analysis and illustration with accurate reference to studies. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band, at least one of each type of issue is described accurately and some analysis/illustration is present, though there might also be some irrelevant material. Lower in the band will be answers which only succeed in accurately describing one issue, one type of issue, or which include little analysis or accurate illustration.

3 - 1 marks **Poor answers**

Answers in this band might be little more than descriptions of key studies. However some indication of an ethical or methodological issue must be present to score any marks.

Total A01 marks for Question 2 = 11

Total A02 marks for Question 2 = 9

Total marks for Question 2 = 20 marks

3**Total for this question: 20 marks****(a)** Read the following statements:

- (i) George believes he is good-looking because his girlfriend keeps telling him he is.
- (ii) Paul thinks he is not very clever, because all his friends get better marks for school work.
- (iii) John feels good about himself because he is British.

Indicate which statement is an example of the following:

- A** social comparison;
- B** the 'looking glass' effect;
- C** social identity.

In your answer book write **A, B** or **C** next to (i), (ii) and (iii).*(3 marks)***[A01 = 0, A02 = 3]**

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

(b) Name **three** factors which, according to the covariation model, influence attributions.*(3 marks)***[A01 = 3, A02 = 0]**

1 mark each for distinctiveness, consistency and consensus (any order).

(c) Name and describe **one** type of attributional bias. Illustrate your answer with an example.*(4 marks)***[A01 = 3, A02 = 1]**

1 mark for correctly naming, plus 2 marks for accurate description (which might be given in the example), plus 1 for specific example, which could be a study.

Likely answers:

Fundamental attribution error (1) overestimation of the influence of dispositional/internal causes (1) compared with situational/external causes (1) plus example (1)

Actor-observer effect (1) as an observer, attributing another person's behaviour dispositionally/internally (1) but as an actor attributing your own similar behaviour situationally/externally (1) plus example (1)

Self-serving bias (1) attributing own success dispositionally/internally (1) and own failure situationally/externally(1) plus example (1)

(d) Describe and discuss **at least two** psychological factors which can influence the impressions we form of other people. Illustrate your answer with examples. (10 marks)

[A01 = 5, A02 = 5]

A01 Up to 5 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 outlining relevant studies (1 mark each).

Factors are likely to include the primacy effect, recency effect, stereotyping, social schemas, cultural differences and central/peripheral traits (although the latter is not required by the specifications).

Accept other relevant cognitive factors.

A02 5 marks for evaluation as follows:

- Analysis of why a factor has an effect
- Application to illustrative examples which can include studies
- Comments on the implications of studies
- Methodological evaluation of studies described.

Studies of primacy or recency include those of Asch (1946), Luchins (1957), Jones et al. (1968).

Studies of effects of stereotyping and schemas include Razran (1950) and Hoffman et al. (1986).

Studies of central/peripheral traits include Asch (1946), Kelley (1950).

No examples - maximum 6 marks

Only one factor – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Detailed, clear and accurate analysis/evaluation of at least two influencing factors. Effective use of illustrative examples. Little error or irrelevance.

7 - 4 marks **Average answers**

At the top of the band are answers accurately identifying at least two factors, and some illustration with examples. However analysis/evaluation might be limited or only partially effective.

Lower in the band, answers might present only one factor effectively or might fail to illustrate factors effectively with examples or evidence. Alternatively there might be significant irrelevance or inaccuracy.

3 - 1 marks **Poor answers**

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

Total A01 marks for Question 3 = 11

Total A02 marks for Question 3 = 9

Total marks for Question 3 = 20 marks

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

(a)	Give two factors which have been found to influence the satisfaction a player might feel in a team sport.	(2 marks)
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[A01 = 2, A02 = 0]

1 mark each up to 2 for: performance (team or individual)/winning; (social/task/team) cohesion.

(b)	Briefly explain the relationship between cohesion and performance in a high-interaction sport. Use an example of a high-interaction sport to illustrate this relationship.	(4 marks)
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[A01 = 2, A02 = 2]

A positive correlation/the greater is the cohesion, the better is the performance (1). (Do not accept just 'correlation').

1 mark for valid elaboration – if players work well together (cohesion) they are more likely to win (performance).

1 mark for identifying an example of a high-interaction sport, eg cricket, football, baseball, rugby, tennis doubles, hockey, basketball.

1 mark for illustrative detail, eg footballers who are willing to pass the ball to others increase the chance of a goal being scored.

(c)	(i)	Using a sports example, state what is meant by <i>social cohesion</i> .	(2 marks)
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[A01 = 1, A02 = 1]

How much members of a team are attracted to each other/like each other/enjoy spending time together (1). Plus eg – players meeting socially after a match (1).

	(ii)	Using a sports example, state what is meant by <i>task cohesion</i> .	(2 marks)
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[A01 = 1, A02 = 1]

How much team members work to improve/achieve (1). Plus eg players always attending training (1).

- (d) Describe and discuss the effects of the presence of spectators on the arousal **and** performance of sports players. *(10 marks)*

[A01 = 5, A02 = 5]

A01 Up to 5 marks. 1 mark each for identifying effects plus 1 mark each for description/elaboration.
Effects are likely to include increase in arousal. Effects on performance are likely to include social facilitation; ie improvement of performance; social inhibition; ie worsening of performance; production of the dominant response. 1 mark for description of relevant study.

A02 Up to 5 marks for:
Analysis of effects, eg arousal might occur because of distraction; and evaluation apprehension; which increase attentional demand; there is an inverted U-shaped relationship between arousal and performance; level of skill and task difficulty influence whether causes of arousal lead to facilitation or inhibition.
Use of specific relevant sports examples and empirical evidence to illustrate analysis.

Only effects on arousal or only effects on performance – maximum 6 marks

Mark Bands

- 10 - 8 marks **Good answers**
Answers which coherently and accurately describe effects on arousal and performance, and analyse effects on arousal and/or performance in spectator sports. Answers directly address the question, with little error or irrelevance.
- 7 - 4 marks **Average answers**
At the top of the band, answers describe effects on both arousal and performance, with limited analysis. Lower in the band only one of these might be described effectively. There might be some irrelevance and minor inaccuracy.
- 3 - 1 marks **Poor answers**
Answers in this band include some relevant psychological content (eg a recognisable account of one effect). Entirely common-sense answers without psychological content will not score marks.

Total A01 marks for Question 4 = 11

Total A02 marks for Question 4 = 9

Total marks for Question 4 = 20 marks

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

- | | |
|-----|---|
| (a) | Explain one way in which emotion has been found to influence a person's visual perception.
Give an example of a situation in which emotion might influence visual perception. (3 marks) |
|-----|---|

[A01 = 1, A02 = 2]

1 mark for identifying plus 1 mark for elaborating explanation. Likely answers:

Emotion can influence whether/how readily/quickly we perceive a stimulus (1) perceptual sensitisation, or perceptual defence (1)

Emotion can influence our interpretation of a stimulus (1) so that we see something as something we fear, or are excited by (1)

Emotion can reduce a person's capacity to attend to external stimuli (1) they focus more attention on what they feel (1)

Up to 2 marks for Freudian defence mechanism explanation.

1 mark for specific example, which might be a study, eg a person who is frightened of dogs might notice all the dogs in the street, or outline of McGinnes' perceptual defence study.

- | | |
|-----|--|
| (b) | Name three psychological factors, apart from emotion, which have been found to influence visual perception. (3 marks) |
|-----|--|

[A01 =3 , A02 = 0]

1 mark each for any three from: expectation/perceptual set, motivation, culture, context, instructions, past experience, individual differences, reward, punishment.

- | | |
|-----|---|
| (c) | Name two types of perceptual constancy. State how each type of constancy is shown in Figure 1 . (4 marks) |
|-----|---|

[A01 = 2, A02 = 2]

1 mark each (up to 2) for naming constancies – size, shape, location, colour, brightness.

Plus 1 mark each for relating to diagram (probably with size and shape).

(Size constancy) – we can see that the bicycles/riders/trees are a similar size at different distances/our perception of size takes account of distance/depth cues along the road (1).

(Shape constancy) – the bicycle wheels look round even though the retinal images of the nearer bicycle wheels are elliptical (1).

(d) Describe and discuss Kahneman's model of attention.	<i>(10 marks)</i>
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[A01 = 5, A02 = 5]

A01 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, automatisisation of some tasks and evaluation of demand/task difficulty. Up to three of these points may be credited if present on an accurate diagram. 1 mark for description of a study.

A02 5 marks for discussion which might include:
Application of the features identified above to examples, eg examples of dual tasks, automatisable tasks such as driving, evaluation of demand, eg in situations which require more attention on one task.
Evaluation of the model with reference to studies.
Evaluation of studies outlined, provided this is made relevant to discussing the model itself.
Evaluation of the model, possibly by comparison with other models of attention

Mark Bands

10 - 8 marks **Good answers**

A detailed and accurate description of the main features of the model with effective analysis and evaluation. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band are answers which include a mainly-accurate description of the model together with some analysis/evaluation.
Lower in the band answers might be mainly descriptive, lacking in effective analysis/evaluation.

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.

Total A01 marks for Question 5 = 11

Total A02 marks for Question 5 = 9

Total marks for Question 5 = 20 marks

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

- | | |
|-----|--|
| (a) | According to the multi-store model, there are differences between short-term and long-term memory. Outline one way in which short-term and long-term memory differ. (2 marks) |
|-----|--|

[A01 = 2, A02 = 0]

1 mark for identifying (by name or description) plus 1 mark for relevant elaboration. Likely answers include duration (1 plus 1 for ref to lifelong in LTM/20/30 seconds STM); capacity (1 +1 for ref to 7+/- 2 in STM/ unlimited for LTM); coding (1 plus 1 for mainly acoustic STM/mainly semantic LTM); cause/type/mechanism of forgetting/whether or not displacement occurs.

- | | |
|-----|--|
| (b) | Outline what is meant by <i>lack of consolidation</i> in memory. Illustrate your answer with an example. (3 marks) |
|-----|--|

[A01 = 2, A02 = 1]

2 marks for outline – credit any 2 points such as: a type of forgetting; in which a permanent trace in long-term memory is not established; failure to modify neurons/establish cell assemblies to encode information; caused by a blow to the head /some drugs/toxins; reference to time needed for consolidation/30 minutes/an hour.

1 mark for specific example which might be a study, eg someone forgetting an event in a game in which they were concussed, or Yarnell & Lynch, Drachman & Sahakian.

- | | |
|-----|---|
| (c) | Distinguish between semantic and procedural memory. Give one example of semantic memory and one example of procedural memory. (5 marks) |
|-----|---|

[A01 = 2, A02 = 3]

1 mark each for defining/accurately describing the two types of memory, plus 1 for explicitly making distinction. Alternatively up to 3 marks for 3 valid distinction points. 1 mark each for specific example of each.

Likely answer: semantic memory is memory for facts/general knowledge/rules of language (1) procedural memory is memory for information which cannot be inspected consciously/memory for a motor skill/action (1).

The first is a type of ‘knowing that’/declarative, the second is ‘knowing how’/how to/non-declarative (1). For example, knowing that krypton is a gas (semantic) (1), being able to ride a bicycle (procedural) (1).

(d) Khalid, Richie and Ludmila each learned a list of words in a memory experiment. Afterwards, Khalid said that he just visualised the shape of each word, Richie said that he imagined the sound of each word and Ludmila said she made up a story connecting all the words. When tested, Ludmila remembered the most words.

Describe and discuss the levels of processing model of memory. Refer to the description above in your answer. (10 marks)

[A01 = 5, A02 = 5]

A01 Up to 5 marks. 1 mark for naming each level: structural/shallow/orthographic; phonetic/phonemic/acoustic; semantic, plus 1 mark each for accurately describing each level, and 1 for indicating that deeper level processing leads to better recall. 1 mark for description of a study.

A02 5 marks for:
 Application of parts of the scenario to different levels in the model (up to 2 marks).
 Evaluation, eg by explaining that there is no independent way of measuring the depth of processing, and that the model works best for learning word lists; that elaboration and distinctiveness might lead to better recall; that semantic processing does not always lead to better recall.
 Evaluation by valid comparisons with alternative models/explanations of memory/forgetting.
 Commenting on the implications for the model of evidence of studies.
 Credit evaluation of studies only if it is relevant to evaluating the model.
 Relevant studies include Craik & Tulving (1975), Hyde & Jenkins (1973), Morris et al (1977), Nelson & Vining (1978) and Eysenck & Eysenck (1980).

No appropriate reference to scenario - maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Clear and accurate description of the model, with appropriate references to the scenario and appropriate evaluation/analysis. Minimal irrelevance or error.

7 - 4 marks **Average answers**

At the top of the band are answers with appropriate reference to the scenario, which also describe the model mainly accurately.
 Lower in the band, answers might lack reference to the scenario, though should include a mainly accurate description of the model.

3 - 1 marks **Poor answers**

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

Total A01 marks for Question 6 = 11

Total A02 marks for Question 6 = 9

Total marks for Question 6 = 20 marks

7

Total for this question: 20 marks

(a) Using an example, outline what cognitive psychologists mean by a <i>script</i> .	(2 marks)
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[A01 = 1, A02 = 1]

A type of mental representation/schema/cognitive structure (1) plus specific example, eg the sequence of actions usually featuring in visiting the dentist (1).

(b) The following statements are about the relationship between language and thought:	
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A Thought develops before language.

B Language influences or determines thought.

C At first, language and thought develop independently.

Write down the statement which best describes the relationship between language and thought proposed by:

(i) Piaget;

(ii) Whorf.

(2 marks)

[A01 = 2, A02 = 0]

(i) A: thought develops before language.

(ii) B: language influences or determines thought.

(c) Name three criteria for language. Illustrate each one with an example.	(6 marks)
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[A01 = 3, A02 = 3]

1 mark for each criterion, plus 1 for appropriate example. Criteria include: 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.

(d) Describe and discuss insight as a way of thinking. Refer to examples **and/or** empirical evidence in your answer. (10 marks)

[A01 = 5, A02 = 5]

A01 5 marks for description of insight process: a type of learning/problem-solving/thought; featuring initial recognition of the problem; incubation period of apparent inactivity; withdrawing attention from the problem; followed by cognitive restructuring; resulting in a sudden recognition of a solution; followed by verification of the solution. Up to 2 marks may be credited for accurate descriptions of studies (1 each).

A02 5 marks for discussion which might include:
 Application/illustration of the features outlined above by examples, including studies. Likely examples include the nine-dot problem and Kohler's account of Sultan.
 Evaluation, including discussion of whether insight is different from everyday thinking (productive as opposed to reproductive thinking), or merely an extension of everyday thought processes.
 Evaluation of studies can also be relevant, eg doubts about whether insight actually occurred in the Kohler study or whether previous experience/trial and error was involved. Little support from attempts at replication.
 Evaluation might also include consideration of how important/frequent insight is in thinking.

No illustration with examples or studies – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Insight is accurately described with reference to examples and/or studies. Several evaluative points are made. Little irrelevance or inaccuracy.

7 - 4 marks **Average answers**

At the top the band are answers which correctly describe insight, contain some evaluation and make reference to studies/examples, although evaluation might be minimal. Lower in the band, answers either fail to make reference to studies/examples or (more likely) provide only vague or brief description. There might be some inaccuracy and/or irrelevance.

3 - 1 marks **Poor answers**

Answers which contain some relevant information about insight (probably an example or study) but present a confused, inadequate account. Answers with extensive irrelevance are also likely to occur in this band.

Total A01 marks for Question 7 = 11

Total A02 marks for Question 7 = 9

Total marks for Question 7 = 20 marks

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

(a) Give **two** factors which are important for face recognition, according to the holistic model.

(2 marks)

[A01 = 2, A02 = 0]

1 mark each (up to 2) for any of the following: appearance of the whole face/features; configuration/spacing of features; the context/feelings aroused/semantic information/what we know about the person/FRUs/PINs/storage as a template.

(b) Jill witnessed a stabbing on her way home from work. An hour later, at the police station, she was asked whether the man who committed the crime had a moustache. She was not sure. Later, when she walked home past the crime scene, she suddenly remembered more about the attacker's appearance.

Identify **two** psychological factors which might have influenced Jill's memory of the incident.

Refer to the description above in your answer.

(4 marks)

[A01 = 2, A02 = 2]

1 mark each (up to 2) for identifying relevant factors plus 1 mark each for appropriate link to description. Likely factors: emotion/stress; weapon focus; leading question/interview style; context.

(c) Outline what is meant by a *false memory*. Explain why false memories occur.

(4 marks)

[A01 = 2, A02 = 2]

2 marks for definition - any 2 from: the experience of recalling events which actually did not happen; but are believed to be true.

Plus 2 marks for explanation, such as: because memory is not a complete and accurate record of events/reconstructive; is influenced by 'effort after meaning'/stereotypes/expectations/schemas; because some people are motivated/encouraged to recall such events; memories can be implanted; confabulation might occur; appropriate example which aids explanation and may be a study, eg falsely recalling abuse, Piaget's nurse's story, Loftus & Ketcham 'mall' study.

(d) Describe and discuss at least two explanations for amnesia.	<i>(10 marks)</i>
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[A01 = 5, A02 = 5]

A01 Up to 5 marks. 1 mark each for identifying explanations/causes, plus up to 1 mark each for accurate elaboration. 1 mark for description of relevant study.

Likely causes

Likely elaboration

(Accidental) head trauma

reference to brain damage/concussion

Brain surgery

reference to hippocampus

Disease

reference to herpes simplex

ECT

reference to treatment for depression

Chronic alcoholism/alcohol abuse

reference to Korsakoff's

Dementia

reference to Alzheimer's

A02 Up to 5 marks for discussion which might include:

Analysis of causation of amnesia syndromes, eg lack of vitamin B in diet of alcoholics.

Explanations of anterograde, retrograde and pure amnesia, appropriately linked to causes (1 mark each).

Evaluation of explanations by stating the implications of (briefly outlined) studies.

Application of explanations to examples e.g. H.M. and /or relevant studies such as 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).

Only one explanation – maximum 6 marks

Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe at least two explanations/causes. Analysis/evaluation is present, with little or no irrelevant material.

7 - 4 marks **Average answers**

At the top half of the band are answers which describe at least two explanations/causes and include some evaluation/analysis. Lower in the band there is accurate description of at least one cause. There might be some inaccuracy and irrelevance in answers in this band.

3 - 1 marks **Poor answers**

Answers which identify at least one cause but which are brief, confused, inaccurate or largely irrelevant.

Total A01 marks for Question 8 = 11

Total A02 marks for Question 8 = 9

Total marks for Question 8 = 20 marks

Assessment Objective Grid - PYB2 Social and Cognitive Psychology
Section A Social Psychology

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

Section B Cognitive Psychology

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