



## **General Certificate of Education**

# **Psychology 5186**

## *Specification B*

### **Unit 2 (PYB2) Social and Cognitive Psychology**

# **Mark Scheme**

*2007 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.

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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.

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## SECTION A: SOCIAL PSYCHOLOGY

1

Total for this question: 20 marks

- |  |
|--|
| (a) The examples (i) and (ii) below illustrate two different functions of attitudes. For <b>each</b> example, write in your answer book whether it illustrates the adaptive function, the knowledge function, or the ego-expressive function.<br><br>(i) Aleem does not like reading newspapers because he thinks they are biased. (1 mark)<br><br>(ii) Martha never misses an opportunity to tell people how much she hates cruelty to animals.<br><br><p style="text-align: right;">(1 mark)</p> |
|--|

[AO1 = 0, AO2 = 2]

- (i) Knowledge
- (ii) Ego-expressive

- |  |
|--|
| (b) (i) From the list of phrases or statements, write down the one which is most appropriate for <b>Item A</b> .<br><p style="text-align: right;">(1 mark)</p> |
| (ii) From the list of phrases or statements, write down the one which is most appropriate for <b>Item B</b> .<br><p style="text-align: right;">(1 mark)</p>    |
| (iii) Name the type of attitude scale used in <b>Item A</b> .<br><p style="text-align: right;">(1 mark)</p>  |
| (iv) Name the type of attitude scale used in <b>Item B</b> .<br><p style="text-align: right;">(1 mark)</p>   |

[AO1 = 2, AO2 = 2]

- (i) Genetic modification is likely to improve food quality
- (ii) Nuclear power
- (iii) Likert
- (iv) Semantic differential

- |   |
|---|
| (c) Outline <b>two</b> features of Social Identity Theory.<br><p style="text-align: right;">(4 marks)</p> |
|---|

[AO1 = 4, AO2 = 0]

1 mark each (up to 2) for identifying features, plus 1 mark each for description, relevant elaboration or example.

Likely answers include: social identity refers to the group(s) people identify themselves as belonging to; social identity contributes to self-image; people strive to maintain a positive self-image; social categorisation; - the distinction between in-groups and out-groups; can lead to prejudice.

(d) Describe and discuss cognitive dissonance as an explanation for attitude change. Refer to empirical evidence in your answer. (10 marks)
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**[AO1 = 5, AO2 = 5]**

**AO1** Up to 5 marks: Up to 3 marks for defining cognitive dissonance and giving an outline of the way it explains attitude change. Likely points include: a negative drive state; occurring when two cognitions are inconsistent or conflicting; which motivates the person to reduce this inconsistency.  
Up to 3 marks for description of studies (max 2 for any one study if detailed and accurate).

Likely studies include: Festinger & Carlsmith (1959), Brehm (1956), Aronson & Mills (1959), Freedman (1963) Aronson & Carlsmith (1963), Freedman (1965), Croyle & Cooper (1983), Zanna & Cooper (1974).

**AO2** Up to 5 marks for:

Analysis of the supposed mechanism of attitude change  
Illustrating cognitive dissonance with everyday examples  
Use of studies to support or refute the explanation  
Evaluation of evidence used

Counter-arguments against the explanation (eg1. examples of situations where dissonance might be expected, but no attitude change occurs, such as in smokers; eg 2. some people might not notice the inconsistency).

Alternative explanations such as self-perception theory or impression management.

**No empirical evidence - maximum 6 marks**

## Mark Bands

### 10 - 8 marks **Good answers**

Detailed, clear and accurate description, analysis/evaluation of cognitive dissonance, with appropriate use of evidence. Little error, confusion or irrelevance.

### 7 - 4 marks **Average answers**

As for Band 1 except with limited analysis/evaluation or with some inaccuracy, eg of description. At the top of the band will be answers including some analysis/evaluation and appropriate reference to a study. Lower in the band might be answers that are mainly descriptive, lack supporting evidence or have significant inaccuracies.

### 3 - 1 marks **Poor answers**

Answers in this band might include a brief, inaccurate or confused account of cognitive dissonance. Alternatively an appropriate study might be described, although not effectively linked with the question.

Common-sense answers without discernable psychological content (explanation or evidence) 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**

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

- (a) Outline what is meant by *informational social influence*. Illustrate your answer with an example.

*(3 marks)***[AO1 = 2, AO2 = 1]**

Any 2 marks from: The influence of the knowledge/expertise of other group members (1) in a situation of uncertainty/ambiguity (1) tending to lead to conformity/internalisation (1). Accept answers that make the same points in other words. Credit other correct answers. Plus 1 mark for example such as an inexperienced skier copying the ski-tow technique used by more experienced skiers.

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

*(3 marks)***[AO1 = 2, AO2 = 1]**

A belief/value/attitude/behaviour/rule (1) common to/shared by majority/thought appropriate/accepted/expected (in a particular group/society) (1). Credit other correct answers. Plus 1 A02 mark for specific example (eg sharing sweets within a group of friends).

- (c) Psychologists have found that a number of factors can help a minority to succeed in influencing a majority in a group situation.

Identify and briefly explain **one** of these factors. Illustrate your answer with an example.

*(4 marks)***[AO1 = 2, AO2 = 2]**

One A01 mark for identifying a factor plus one A01 mark for describing/elaborating this, plus one A02 mark for explanation of its influence. One A02 mark for example, which could be a study.

Factors include confident non-verbal style; consistency; persistence; flexibility; use of 'idiosyncrasy credits'; (high) status/power; occupying a dominant physical position/being the focus of attention; appearing to act from principle; making sacrifices; getting the majority involved in systematic thinking/discussion about the arguments; extent to which group members are autonomous.

Example answer: A minority are more likely to succeed if they are consistent (1). This means that the minority continues to show the same opinion, without contradicting earlier statements (1). This introduces doubt into the minds of the majority (1). For example if a group of friends are discussing how to spend an evening together, one person in a minority might persuade the others to stay in and watch a TV programme by not wavering from that option. (1).

- (d) A group of protesters is fixing a banner to the top of a tall crane. A plainclothes police officer on the ground uses a loudhailer to order them to stop and to come down, but the protesters refuse.

Describe and discuss **at least two** psychological explanations of defiance of authority. Refer to the description above in your answer. (10 marks)

**[AO1 = 5, AO2 = 5]**

**AO1** Up to 5 marks. 1 mark each for identifying an explanation plus 1 each for descriptive elaboration. Up to 2 marks can be gained for outlining a relevant study or studies.

Likely explanations include the influence of variables such as the lack of proximity of the authority figure; diffusion of responsibility; absence of uniform; the presence of other disobedient models; being in an autonomous state; not recognising an authority as legitimate/regarding order as illegitimate.

**AO2** Analysis of the effects of factors on obedience/defiance, eg explaining that the presence of other protesters creates group (conformity) pressure to continue. Linking explanations with the information given in the scenario, eg the height of the crane reduces the proximity of the police officer. Illustration of explanations, by linking with specific relevant details of research. Evaluation of the explanations, eg based on the implications of studies.

**Only one explanation - maximum 6 marks**

**No reference to scenario - maximum 6 marks**

### Mark Bands

#### 10 - 8 marks **Good answers**

Detailed, clear and accurate description, analysis/evaluation of at least two explanations illustrated with reference to the scenario. Little error, confusion or irrelevance. Appropriate use of terminology.

#### 7 – 4 marks **Average answers**

As for Band 1 except that analysis/evaluation may be limited or marred by inaccuracy and irrelevance. At the top of the band will be answers that feature two valid explanations and make appropriate reference to the scenario.

Lower in the band might be good answers restricted to only one explanation, or answers that fail to link the content to the scenario.

#### 3 - 1 marks **Poor answers**

Answers in this band may include a brief, inaccurate or confused account of a relevant explanation. Alternatively the answer may include little more than a relevant study.

Total A01 marks for Question 2 = 11

Total A02 marks for Question 2 = 9

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

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

(a) Outline what is meant by <i>the primacy effect</i> in impression formation.	(2 marks)
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**[AO1 = 2, AO2 = 0]**

The information received first in an encounter (1) has more influence than later information (1). Accept alternative wording and one or other of these points made with the use of an example. Examples alone should not be credited.

(b) Using an example, outline what is meant by <i>stereotyping</i> .	(3 marks)
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**[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 one (A02) mark for specific example.

(c) On Wednesday, Kirsty scored high marks in a test at school. She said it was because she had revised a lot. On Thursday, Kirsty failed her driving test. She said it was because her driving instructor had not taught her well enough.
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Identify and explain the type of attribution bias shown by Kirsty.	(5 marks)
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**[AO1 = 2, AO2 = 3]**

One (A02) mark for recognising/identifying the self-serving attribution bias. Two A01 marks for describing the bias – likely answer: attributing own success to internal/dispositional factors (1) and own failure to external/situational factors (1). Plus up to two A02 marks for relating this to the example. Alternatively, one of these A02 marks can be credited for explaining that this bias helps to maintain self-esteem.

- |  |
|--|
| (d) Psychologists believe that several factors are likely to affect a person's self-perception. Describe and discuss <b>at least two</b> of these factors. Refer to examples <b>and/or</b> empirical evidence in your answer. (10 marks) |
|--|

**[AO1 = 5, AO2 = 5]**

**AO1** Up to 5 marks. 1 mark each for identifying relevant factors, plus up to 2 each for describing how each factor operates. Likely factors are those affecting self-image and self-esteem and include : social comparison, the 'looking glass' effect, group membership, identification with others, experience of roles played, social class, parental approval, physical appearance, school performance and experience of leadership. Up to 2 marks for description of studies.

Likely studies include Coopersmith (1967), Harter (1982), Berndt & Keefe (1995).

**AO2** Up to 5 marks for:

Supporting the claims of factors with evidence.  
Illustrating factors with examples  
Analysis of the implications of evidence  
Evaluative comments on research (eg correlational studies).

**Only one factor - maximum 6 marks**

**No examples or empirical evidence - maximum 6 marks**

### **Mark Bands**

#### **10 - 8 marks Good answers**

Answers which accurately describe two factors and competently analyse/evaluate them. Appropriate examples or psychological evidence are provided. There is little or no error, confusion or irrelevance.

#### **7 – 4 marks Average answers**

At the top of the band, two factors will be described accurately and some analysis/evaluation of each should be present, though there might also be some irrelevant material. A relevant example or study will be present. Lower in the band will be answers that only succeed in identifying one factor; fail to refer to relevant examples or studies, which include little or no analysis/evaluation and some inaccuracy, confusion or irrelevant material.

#### **3 - 1 marks Poor answers**

Answers in this band will contain some relevant information about factors or studies, but are also likely to contain much inaccuracy or irrelevance.

Total A01 marks for Question 3 = 11

Total A02 marks for Question 3 = 9

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

4

Total for this question: 20 marks

(a) Using an example, outline what is meant by a <i>dominant response</i> .	(3 marks)
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**[AO1 = 2, AO2 = 1]**

2 marks for outline.

The most likely behaviour of an individual in a given situation (1) plus 1 mark for **either**: facilitated by the presence of others/increased arousal (1) **or** which will be different in skilled and unskilled individuals (1). Accept alternative wording.

Plus 1 mark for relevant specific example, eg an experienced slip-fliedger is likely to take a difficult catch.

(b) In your answer book, write down which <b>two</b> of the following ( <b>A, B, C</b> and <b>D</b> ) are likely to produce an advantage for the home side in a football match.	
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**A** The visiting team travels from a different time zone.

**B** There are few supporters of the visiting team at the match.

**C** Home team supporters are banned from attending the match.

**D** The referee is unfamiliar with the pitch.

(2 marks)

**[AO1 = 0, AO2 = 2]**

A and B

(c) Describe <b>one</b> study in which social facilitation was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn.	(5 marks)
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**[AO1 = 5, AO2 = 0]**

Likely studies include: Triplett (1898), Travis (1925), Allport (1924), Dashiell (1930), Pessin (1933), Zajonc et al (1969), Saunders et al (1978), Michaels et al (1982), Worryingham & Messick (1983), MacCracken & Studulis (1985), Schmitt et al (1986), Baris et al (1988).

1 mark – why study was conducted (must go beyond the stem)

1 mark - information about the method

1 mark – indication of results

1 mark – indication of conclusion to be drawn

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

(d) Discuss the link between team cohesion and performance in sports. Refer to **two** different types of sport in your answer. (10 marks)

**[AO1 = 4, AO2 = 6]**

**AO1** Up to 4 marks. 1 each for defining/explaining relevant terms including team cohesion, task cohesion and social cohesion, high- and low-interaction sports and for identifying possible effects, eg cohesion improves performance. Credit 1 mark only for a description of a relevant study.

Relevant studies include: Martens & Peterson (1971), Taylor et al (1983), Slater and Sewell (1994), Stogdill (1972), Widmeyer et al (1993).

**AO2** Up to 6 marks for:

Application of concepts to examples, eg examples of team cohesion, of one high- and one low-interaction sport.

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 might 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.

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 (failing to identify/distinguish high- and low-interaction) – maximum 6 marks**

## **Mark Bands**

### **10 - 8 marks Good answers**

Answers that clearly describe the link between cohesion and performance in low- and high-interaction sports, and include relevant analysis/evaluation and appropriate examples. There is minimal irrelevance, confusion 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 that refer to appropriate examples, but which lack sufficient detail or accuracy for Band 1. Lower in the Band will be answers that are mainly descriptive or with some significant inaccuracy, confusion or irrelevance.

### **3 - 1 marks Poor answers**

Answers which include some relevant material, but which are marred by lack of detail, serious inaccuracy or a failure to indicate a link between cohesion and performance.

Total A01 marks for Question 4 = 11

Total A02 marks for Question 4 = 9

**Total marks for Question 4 = 20 marks**

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**SECTION B: COGNITIVE PSYCHOLOGY**

**5**

**Total for this question: 20 marks**

(a) Three of the items listed below are features of Broadbent's model of attention, and three are not.

- |   |  |
|---|--|
| <b>A</b> attenuation of non-attended channels         | <b>B</b> a flexible resource allocation policy |
| <b>C</b> filtering based on physical characteristics  | <b>D</b> early selection                       |
| <b>E</b> evaluation/monitoring of the level of demand | <b>F</b> a limited-capacity channel.           |

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

*(3 marks)*

**[AO1 = 3, AO2 = 0]**

1 mark each for C, D, F (filtering based on physical characteristics; early selection; limited channel capacity). Any order.

(b) Identify **three** other models of attention, apart from Broadbent's.

*(3 marks)*

**[AO1 = 3, AO2 = 0]**

1 each for any three from Triesman's; Deutsch & Deutsch; Norman's; Kahneman's. Also accept identification by explicit description, eg the attenuation model, pertinence model; resource allocation model.

- (c) In an experiment, a psychologist asked two groups of participants to watch a computer screen. A series of words was shown for a very short time. After each word had disappeared from the screen, each participant was asked to say the word.

**Group 1 words**

HATS  
SHOES  
GLOVES  
COSAT

**Group 2 words**

SHORE  
CLIFF  
BEACH  
COSAT

Most participants in Group 1 said that the last word was “COATS”, while most of the participants in Group 2 said it was “COAST”.

Use your knowledge of perception to explain these findings.

*(4 marks)*

**[AO1 = 0, AO2 = 4]**

Up to 4 marks for explanation, 1 each for any of the following points: the earlier words gave rise to a perceptual set; due to expectation; that the last word would also be connected with either clothing in the case of Group 1; or geographical features in the case of Group 2; this distorted/influenced the participant's interpretation of the last word; because of top down processing; alternatively the participants' expectations might have led them to believe that the last word was misspelled.

(d) Describe how illusions, such as those shown below, work. Discuss what they tell us about visual perception.

Figure 1

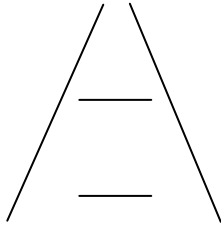


Figure 2

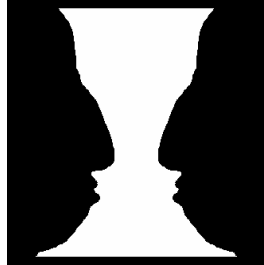
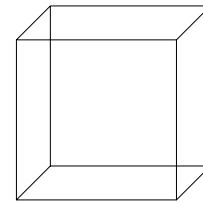


Figure 3



(10 marks)

[AO1 = 5, AO2 = 5]

- AO1** Up to 5 marks. 1 mark each for points stating how particular illusions work. These may or may not be those illustrated. Candidates might point out that for the Ponzo illusion, the upper horizontal line appears longer than the lower; because apparent depth cues in the 2-D display; give rise to inappropriate size constancy scaling; or that the Face/vase figure can be seen as two faces or a vase; or that the Necker cube leads to alternative equally possible hypotheses. 1 mark each for describing other illusions.  
Up to 2 marks for relevant factual information, eg identifying the illustrated figures by name (Ponzo, face-vase and Necker cube).
- AO2** Analysis of the implications of illusions (ie that they have little relevance, being untypical 2D displays; and/or that they show that perception involves top-down processes/hypotheses).  
Linking explanations or analyses to direct, bottom-up (Gibson) and indirect top-down (Gregory) theories of perception.  
Evaluation of theories, including with reference to the implications of studies.  
Distinguishing between distortion illusions and ambiguous figures, and/or giving examples.



## **Mark Bands**

### **10 - 8 marks Good answers**

Accurate analysis of how illusions work, together with explanation of their implications for understanding visual perception. Mostly relevant, with little misunderstanding.

### **7 – 4 marks Average answers**

Answers in this band will include some accurate analysis, but might feature some error, irrelevance and/or confusion.

In the lower half of the band, answers will be mainly descriptive.

### **3 - 1 marks Poor answers**

Answers that include some relevant information – probably limited to factual description of one or more figures. Alternatively answers with some analysis but marred by serious inaccuracy, confusion and/or irrelevance.

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) In the context of memory, state what psychologists mean by a *cue*. Illustrate your answer with an example. (2 marks)

[AO1 = 1, AO2 = 1]

1 mark for: a stimulus which can trigger recall (accept words to this effect). Plus 1 mark for appropriate example, eg a photograph from a holiday can trigger memories of events on that holiday.

- (b) Nadia bought a new car, and, even though she had not driven for over 20 years,

- A she still remembered how to change gear;
- B she still remembered what happened during her driving test;
- C she still remembered the number plate of her first car.

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

- (i) episodic memory;
- (ii) semantic memory;
- (iii) procedural memory.

(3 marks)

[AO1 = 0, AO2 = 3]

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

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

[AO1 = 5, AO2 = 0]

Likely studies include Abernethy (1940), Godden & Baddely (1975)

1 mark – why study was conducted (must go beyond the stem)

1 mark - information about the method

1 mark – indication of results

1 mark – indication of conclusion to be drawn

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

- |   |
|---|
| (d) Describe and discuss the levels of processing model of memory. Explain how this model could be applied to the task of preparing for an examination. <span style="float: right;">(10 marks)</span> |
|---|

**[AO1 = 5, AO2 = 5]**

**AO1** Up to 5 marks. 1 mark for naming each level: structural/orthographic/shallow; acoustic/auditory/phonetic; semantic/deep; 1 each for factual elaboration, and 1 for indicating that deeper level processing leads to better recall. 1 mark only for description of a relevant study.

Likely studies include Craik & Tulving (1975), Morris et al (1977), Hyde & Jenkins (1973), Nelson & Vining (1978).

**AO2** Up to 5 marks for:

Evaluation of the model, including the use of studies to support or refute the model. Evaluations might refer to the problem that there is no independent way of measuring the depth of processing, and that the model works best for learning word lists. Also to the idea that elaboration and distinctiveness might lead to better recall. Analysis of the implications of the model for exam preparation, eg the importance of processing information semantically; recall as a by-product of processing. The use of examples that specifically illustrate application of the model to revision. Evaluation of the model by comparison with others, eg the multistore model emphasis on repetition rehearsal.

**No application to task – maximum 6 marks**

### Mark Bands

#### 10 - 8 marks **Good answers**

Answers that accurately describe the model and realistically and explicitly apply it to the stated task.

At the top of the band, the answer recognises some limitation of the model. There is little or no irrelevant material.

#### 7 – 4 marks **Average answers**

Answers that describe the model with reasonable accuracy and make some appropriate analysis/evaluation. Alternatively answers that describe and apply the model but do not evaluate it effectively.

In the bottom half of the band, answers might succeed mainly in the descriptive task.

#### 3 - 1 marks **Poor answers**

Answers that include some relevant features of the model, but which are also brief or confused, inaccurate or include extensive irrelevance. Also in this band might be answers that fail to describe a model but contain psychological material relevant to the task of revision.

Purely common sense answers will score no marks.

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) Give **one** definition of language. (2 marks)

[AO1 = 2, AO2 = 0]

1 mark for: A system of communication/transmission and reception of messages/or similar (1).  
Plus any one from: using words/symbols (1) which convey meaning (1) are transmitted in visual or auditory channels/speech or writing (1) assembled in strings (1) according to rules (1) which may refer to events distant in time/space (1)

(b) For **each** of the statements below, write down in your answer book whether it is an example of deductive reasoning, inductive reasoning or probabilistic reasoning. Label your answers clearly.

(i) At this time of day, Fiona is either at home watching television or in the pub. She is not at home, so she must be in the pub. (1 mark)

(ii) It has been warmer and has rained more this year than ever before, so global warming must be increasing. (1 mark)

(iii) You are likely to have an accident if you drive when very tired. (1 mark)

[AO1 = 0, AO2 = 3]

- (i) Deductive (1)
- (ii) Inductive (1)
- (iii) Probabilistic (1)

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

[AO1 = 5, AO2 = 0]

Likely answers include von Frisch (1955), Gardner & Gardner (1969), Premack (1971), van Lawick-Goodall (1974), Rumbaugh et al (1977), Patterson (1978), Terrace (1979), Savage-Rumbaugh et al (1980), Narins & Capranica (1980), Slater (1981), Seyfarth & Cheney (1980).

1 mark – why study was conducted (must go beyond the stem)

1 mark - information about the method

1 mark – indication of results

1 mark – indication of conclusion to be drawn

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

(d) Discuss Whorf's view of the relationship between language and thought. Refer to empirical evidence in your answer. (10 marks)
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**[AO1 = 4, AO2 = 6]**

**AO1** Up to 4 marks for description of linguistic relativity theory, the strong and weak versions, including up to 2 marks for detail of procedure/results of studies.

Likely studies are those of Carroll and Casagrande (1958), Brown and Lenneberg (1954), Carmichael, Hogan and Walter (1932), Berlin and Kay (1969), Heider and Oliver (1972), Rosch (1973), Bernstein et al (1976), Luria and Yudovich (1956), Robertson et al (cited in Hanlon, 1999) Newstead (1995), Pinker (1997), Corrigan (1978), Sinclair-de-Zwart (1969).

**AO2** Up to 6 marks for:

Evaluation of the theory including the implications of studies which support/refute the theory,  
Methodological criticisms of those studies  
Theoretical criticisms such as the point that thinking without language is possible (eg visual or acoustic imagery), Whorf's use of anecdotal evidence,  
Use of alternative theories, eg Piaget, Vygotsky, to make evaluative points about Whorf's theory.

**No empirical evidence - maximum 6 marks**

**Mark Bands**

**10 - 8 marks Good answers**

Accurate description and analysis/evaluation of the theory, and relevant evidence. Little inaccuracy, misunderstanding or irrelevance.

**7 – 4 marks Average answers**

Answers show understanding of linguistic relativity hypothesis (though might not distinguish between strong and weak versions). At the top of the band there will be some appropriate empirical evidence and correct analysis/evaluation. Answers lower in the band might contain inaccuracies, confusion, irrelevance or be entirely descriptive.

**3 - 1 marks Poor answers**

Some understanding shown of Whorf's theory. Alternatively, some accurate information about relevant studies.

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) Outline the *feature analysis* model of face recognition. (2 marks)

[AO1 = 2, AO2 = 0]

The model emphasises/focuses on features/individual features/features are the most important factor in face recognition. (1) Plus elaboration that might include identification of a relevant feature; identification of this as a bottom-up theory; importance of internal features for recall of the most familiar faces/external features for the least familiar faces; comparison of features with those stored in memory.

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

[AO1 = 0, AO2 = 2]

1 mark for criticism, plus 1 mark for accurate detail, elaboration. Likely answers include statements to the effect that in most cases it is an incomplete explanation/it ignores available information apart from facial features/it fails to explain the results of some studies/it is too simplistic. Elaboration points might include suggesting what other information might be used in face recognition, eg spacing of features, emotions and semantic information about the person, or outlining a relevant study

(c) Priti and Calum are both aged 35 and both suffer from amnesia. Priti can remember many events from her past, but is now unable to store new memories. Calum cannot remember what happened to him at the end of last year, although he can store new memories.

(i) Name the type of amnesia Priti is suffering from, and outline **one** possible cause of her amnesia. (3 marks)

[AO1 = 2, AO2 = 1]

Anterograde/pure amnesia (AO2=1). Plus 2 (AO1) marks for suggesting and elaborating an appropriate cause. Possible answers:

Brain surgery; eg to the hippocampus/to treat epilepsy/as in the case of H.M.;

Brain disease; such as that suffered by Clive Wearing/herpes;

(Long term) alcohol abuse; known as Korsakoff's syndrome/caused by vitamin/vitamin

B/thiamine deficiency.

(ii) Name the type of amnesia Calum is suffering from, and outline **one** possible cause of his amnesia. (3 marks)

[AO1 = 2, AO2 = 1]

Retrograde amnesia (AO2 = 1). Plus 2 (AO1) marks for suggesting and elaborating an appropriate cause. Possible answers:

Head trauma; leading to concussion/failure to consolidate.

ECT; treatment for depression.

Repression; motivated forgetting/of some upsetting event.

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

**[AO1 = 5, AO2 = 5]**

**AO1** Up to 5 marks. 1 each for identifying factors (up to 3) and 1 each for accurate description. Up to 2 marks for description of studies (1 each).

Factors likely to be referred to include (restoring the) context, questioning style, eg leading questions and/or cognitive interview, emotion/stress, weapon focus, age and stereotyping.

Likely studies include: Bartlett (1932), Loftus (1975), Loftus & Palmer (1974), Loftus & Zanni (1975), Clifford & Scott (1978), Loftus (1979), Malpass & Devine (1981), Yuille & Cutshall (1986), Howitt (1991).

**AO2** Up to 5 marks for:

Analysis of the effects of factors, eg pointing out whether a factor increases or decreases reliability.

The use of evidence and examples to support the effect of factors.

Analysis of the implications of studies.

Evaluation of studies (comments on ecological validity should be credited only if justified/explained).

Appropriate comments on how reliable eyewitness testimony is.

**Only one factor - maximum 6 marks**

**No evidence of studies - maximum 6 marks**

**Mark Bands**

**10 - 8 marks Good answers**

Answers that accurately describe and analyses/evaluate at least two factors and support these with evidence of studies.

The view of eyewitness testimony given is sound and balanced. There is little or no misunderstanding or irrelevant material.

**7 – 4 marks Average answers**

Answers that fall short of Band 1 because they include significant confusion or irrelevance, or little analysis/evaluation. Answers which include only one factor, or which are not supported by at least one study will not score at the top of the band.

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

**3 - 1 marks Poor answers**

Answers which identify at least one factor, or one relevant study but which are also brief, confused, inaccurate or largely irrelevant. Purely common sense answers will score no marks.

Total A01 marks for Question 8 = 11

Total A02 marks for Question 8 = 9

**Total marks for Question 8 = 20 marks**

**Assessment Objective Grid - PYB2 Social and Cognitive Psychology**

**Section A Social Psychology**

Question	Weighting for knowledge and understanding (A01)		Weighting for analysis and evaluation (A02)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a)	0		2		
(b)	2		2		
(c)	4		0		
(d)	5		5		
Total	11	55	9	45	20
Q2 (a)	2		1		
(b)	2		1		
(c)	2		2		
(d)	5		5		
Total	11	55	9	45	20
Q3 (a)	2		0		
(b)	2		1		
(c)	2		3		
(d)	5		5		
Total	11	55	9	45	20
Q4 (a)	2		1		
(b)	0		2		
(c)	5		0		
(d)	4		6		
Total	11	55	9	45	20

**Section B Cognitive Psychology**

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