



## **General Certificate of Education**

# **Psychology 5186**

## *Specification B*

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

# **Mark Scheme**

*2008 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.

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **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) Name and briefly explain <b>one</b> function of an attitude.	<i>(3 marks)</i>
--	------------------

**[A01 = 2, A02 = 1]**

1 mark for naming a function, plus 1 for describing and 1 (A02) for showing the function of the attitude in terms of benefits to the person. One of the two latter points might be conveyed in the form of an example. Likely answers:

Knowledge function (1); provides a simplified (eg stereotyped) view (1); attitude helps us make sense of the world/attitude object (1) or predict what will happen (1).

Adaptive/utilitarian/adjustive/instrumental function (1); helps us gain social approval/acceptance (1); by displaying generally-accepted attitudes (1).

Ego-expressive/value expressive function (1); communicates person's own values (1); helps to establish identity/sense of self (1).

Ego-defensive function (1); protecting self from recognising personal deficiencies or inferiority (1); maintains self esteem (1).

(b) Some methods of measuring attitudes use rating scales. Name <b>two</b> of these methods.	<i>(2 marks)</i>
--	------------------

**[A01 = 2, A02 = 0]**

1 mark each for Likert; semantic differential or Thurstone.

(c) (i) Name and briefly describe <b>one</b> projective technique that is used for studying attitudes.	<i>(3 marks)</i>
--	------------------

**[A01 = 3, A02 = 0]**

1 mark for naming a technique – likely to be Thematic Apperception Test/TAT or Rorschach/Ink blot test. Plus 2 marks for description, which might include details of materials, procedure and interpretation of results.

Possible answer: The Thematic Apperception Test (1) involves showing pictures of people (1) and asking participants what they think is happening (1). The participants' concerns/prejudices influence the responses they give (1) Responses are interpreted by tester (1) – Max 3 marks.

(ii) Give <b>one</b> strength and <b>one</b> limitation of using projective techniques.	<i>(2 marks)</i>
---	------------------

**[A01 = 0, A02 = 2]**

1 mark for strength, 1 for limitation. Likely strengths:

Participants do not know what is being measured, method can reveal 'unconscious' attitudes/can reveal attitudes that people would prefer not to state/able to reveal unconscious/reduces social desirability effects/unlimited scope for responses.

Likely limitations:

Difficult to interpret/interpretation subjective/difficult to analyse/compare participants/lack of reliability.

(d) People's behaviour is not always consistent with their attitudes. Discuss **at least two** reasons for inconsistency between behaviour and attitudes. Illustrate your answer with examples. (10 marks)

**[A01 = 4, A02 = 6]**

A01 marks: 4 marks available for identifying and describing reasons which are likely to include: attitude strength, consequences of acting consistently, conformity, personal relevance, intentions, attitude measure not specific enough to predict behaviour, self-awareness (person low in self-monitoring) and attitude accessibility (these may not be based on direct experience). Maximum 3 marks for a list of reasons. Credit description of relevant evidence (1 mark only).

A02 marks: 6 marks for discussion which might include:  
 Application of the ideas/reasons to examples (studies can be used as examples).  
 Analysis of the effects of reasons, eg if attitude strength is low, a person might feel little or no discomfort in acting inconsistently.  
 Analysis with reference to relevant theory eg Fishbein's explanation of the role of intentions.  
 Use of studies to evaluate/support or refute reasons.  
 Examples that are merely examples of inconsistencies (not reasons) – maximum 2 marks.  
 Analysis or methodological evaluation of evidence (up to 3 marks).

**Only one reason - maximum 6 marks**

**No examples - maximum 6 marks**

**Mark Bands**

10 - 8 marks **Good answers**

Detailed, clear and accurate description and analysis of at least two reasons, supported by appropriate examples. Appropriate use of terminology. Little error or irrelevance.

7 - 4 marks **Average answers**

In this band, analysis and evaluation might be limited or the answer (though featuring extensive relevant information) might not directly address the question. At the top of the band will be answers outlining at least two reasons, illustrated with at least one example and with some analysis. Lower in the band, answers are likely to be mainly descriptive, or with only one recognisable explanation, without relevant examples or with significant inaccuracies.

3 - 1 marks **Poor answers**

Answers in this band might be restricted to descriptions of studies or other examples. Alternatively the answer might include a brief, inaccurate or confused account of a relevant factor. Answers which contain a little relevant information but fail to address the question will also fall into this band.

Total A01 marks for Question 1 = 11

Total A02 marks for Question 1 = 9

**Total marks for Question 1 = 20**

2

**Total for this question: 20 marks**

(a) State what is meant by *defiance of authority*. Illustrate your answer with an example. (2 marks)

**[A01 = 1, A02 = 1]**

1 mark for definition – disobedience/refusal to follow orders.  
1 mark for consistent and specific example.

(b) Max is a member of a jury in a complicated trial. He feels he has little in common with the other jurors. When the jury starts to discuss a verdict, each member is asked in turn to state his or her opinion. All the other members say that the defendant is guilty. Max is the last to give his opinion.

From the description above, identify **three** factors likely to **increase** the probability that Max will conform with a guilty verdict. (3 marks)

**[A01 = 0, A02 = 3]**

1 mark each (up to 3) for naming or describing the following points (any order): Larger group size; giving opinion last; Task difficulty/the case is complicated; giving an opinion in public; unanimity of the rest of the jury/absence of dissenters.

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

**[A01 = 5, A02 = 0]**

Likely studies include Sherif (1935), Asch (1951), Crutchfield (1954).

1 mark – why study was conducted (must go beyond the stem) e.g. by paraphrasing ‘conformity’  
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 <b>two</b> factors found by Milgram to affect obedience. Refer to empirical evidence in your answer. (10 marks)
--

**[A01 = 5, A02 = 5]**

A01 marks: 5 marks. 1 mark for naming each factor, plus 1 mark each for describing it and 1 mark each for linked description of Milgram's studies. Likely factors are proximity of authority figure, proximity of 'victim', status or legitimacy of surroundings, participants being in an agentic/autonomous state; wearing of uniform, legitimacy of authority, presence of obedient peers/shared responsibility and presence of dissenters/disobedient peers/agentic state.  
Credit description of other relevant studies, up to 1 mark.  
Maximum 2 marks for description of Milgram's study in which factors are implicit.

A02 marks: 5 marks for discussion which might include:

Analysis of effects including stating whether the factor increases or decreases obedience as well as explanation of why this might be so.  
Analysis of implications of evidence/use of evidence (including Milgram's studies) specifically to support or refute influence of stated factors.  
Discussion of alternative influences, eg the authoritarian personality and the wider implications of factors, eg in real life obedience situations.  
Evaluation of the methodology of studies used.  
Credit other relevant evidence to support or refute factors.

**Only one factor - maximum 6 marks**

**No empirical evidence – maximum 6 marks**

### Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe and analyse/evaluate the effects of two factors and support them with evidence of research. Little or no irrelevant material.

7 - 4 marks **Average answers**

At the top of the band, there will be reference to empirical evidence and two relevant factors will be identified, though only one might be analysed/evaluated successfully.

Lower in the band will be answers which only describe one factor effectively, which fail to support answers with evidence of research or which include little analysis/evaluation.

3 - 1 marks **Poor answers**

Brief answers or more extensive answers with some relevant but much irrelevant material and many inaccuracies.

Total A01 marks for Question 2 = 11

Total A02 marks for Question 2 = 9

**Total marks for Question 2 = 20**

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

(a) Outline what is meant by the <i>recency effect</i> in impression formation. (2 marks)
---

**[A01 = 2, A02 = 0]**

Information received late/at the end of an encounter (1) has more influence than that received earlier/other information(1).

(b) Outline <b>two</b> factors that psychologists have found can influence self-esteem. (4 marks)
---

**[A01 = 4, A02 = 0]**

1 mark each (up to 2) for identifying factors, plus 1 each for description/elaboration, which might include the likely effect on self-esteem. A wide range of answers is possible. Candidates might answer in terms of specific factors such as school performance, past experience of (eg parental) approval, popularity, unconditional positive regard. Alternatively, answers might focus on processes influencing self esteem, including the looking glass effect and social comparison.

(c) A group of school students auditioned for the lead role in a musical. When Joanne was given the role, some of the other students made the comments listed below. For <b>each</b> comment, state whether it indicates a dispositional or a situational attribution.
(i) "They thought she was the best because someone turned the amplifier up when she was on." (1 mark)
(ii) "They chose her because she's got the best voice." (1 mark)
(iii) "She only got picked because Maria's hay fever was bad that day." (1 mark)
(iv) "She got it because her mother is a governor of our school." (1 mark)

**[A01 = 0, A02 = 4]**

- (i) Situational
- (ii) Dispositional
- (iii) Situational
- (iv) Situational



(d) Describe and discuss the covariation model of attribution.	(10 marks)
--	------------

**[A01 = 5, A02 = 5]**

A01 marks: 5 marks for description, with 1 mark each for the following points: The model describes how we attribute causes to actions (1) in people we know well (1). The principle of co-variation states that 'an effect is attributed to one of its possible causes with which, over time, it co-varies' (1) Key factors are the consensus (1) distinctiveness (1) and consistency (1) of the behaviour to be attributed. For accurate description of the latter three factors, 1 mark each. Description of relevant evidence (1 mark).

A02 marks: 5 marks as follows:

Analysis of the model stating under what circumstances it predicts dispositional and situational attributions.

Consensus	Distinctiveness	Consistency	Likely attribution
High	High	High	External/situational (1)
Low	Low	High	Internal/dispositional (1)

Application: use of illustrative examples of high **or** low consensus, distinctiveness and consistency (up to 3 marks).

Evaluation of the model, which might compare it with other models, and comment on its plausibility. Likely points include: assumes that a lot of cognitive effort goes into the attribution process; implies that attribution is a very rational process in practice.

Credit evaluation of evidence up to 2 marks.

Use of empirical evidence to illustrate, support or refute the model, eg McArthur (1972) and Major (1980).

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

Detailed, clear and accurate description, with appropriate analysis/evaluation/application. Little error or irrelevance.

**7 - 4 marks Average answers**

Aspects of the model are correctly described, some analysis/application is present, although there might be some confusion and inaccuracy. Alternatively description might be accurate and detailed, but other required features might be absent or done poorly.

**3 - 1 marks Poor answers**

Some recognisable information about the model is present, but confusion (eg with other models) and/or irrelevance predominate.

Total A01 marks for Question 3 = 11

Total A02 marks for Question 3 = 9

**Total marks for Question 3 = 20**

4

**Total for this question: 20 marks**

- |  |
|--|
| (a) Outline what is meant by <i>social facilitation</i> . Illustrate your answer with an example.<br>(3 marks) |
|--|

**[A01 = 2, A02 = 1]**

The effect of the presence of other people/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) The manager of a rugby team dismisses the two longest-serving players and replaces them with two players transferred from a different country.<br><br>(i) Outline what is meant by <i>team cohesion</i> .<br>(2 marks) |
|--|

**[A01 = 2, A02 = 0]**

**Either:** The extent to which members stick together/co-operate/remain united (1) in the pursuit of common goals/complete a task (1).

**Or:** A combination of social cohesion (1) and task cohesion (1).

- |  |
|--|
| (ii) Explain the likely effects of the manager's action on team cohesion.<br>(2 marks) |
|--|

**[A01 = 0, A02 = 2]**

1 mark for the effect.

1 mark for the explanation.

Possible answer: it is likely to decrease as new players are likely to be strangers to the team, reducing social cohesion (1).

- |   |
|---|
| (c) Outline the relationship between team cohesion and performance in a high-interaction sport. Give an example of a high-interaction sport.<br>(3 marks) |
|---|

**[A01 = 2, A02 = 1]**

Two A01 marks for outlining relationship, plus one A02 mark for appropriate sport example. The relationship is a positive (1) correlation (1), accept alternative wording. Accept circular model and description plus example, eg football, rugby, hockey, water polo etc (1).

- |     |  |
|-----|--|
| (d) | Describe and discuss <b>at least two</b> causes of arousal in sports players. Illustrate your answer with empirical evidence and/or examples relating to sport. (10 marks) |
|-----|--|

**[A01 = 5, A02 = 5]**

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

**A01 marks:** Up to 5 marks for identification and description of relevant causes which include presence of others eg an audience, competitors and/or co-actors, evaluation apprehension and distraction-conflict. The noise level and importance of the occasion could also be made relevant.  
Maximum 3 marks for a list of causes.  
Up to 2 marks for description of relevant evidence.

**A02 marks:** Up to 5 marks for:

Analysis/application of why the stated factors influence arousal eg the mechanism involved.  
Application of concepts to sports examples (1 mark per cause).  
Use of relevant evidence to support or refute the influence of the supposed causes (1 mark each).  
Credit evaluation of methodology of relevant evidence up to 2 marks.

**Only one cause - maximum 6 marks**

**No illustration with evidence/sports examples - maximum 6 marks**

### Mark Bands

10 - 8 marks **Good answers**

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

7 - 4 marks **Average answers**

Answers in this band will include reference to one or more influencing causes, but might contain irrelevant sections or significant inaccuracies.  
At the top of the band some analysis/evaluation will be present, two causes will be identified and there will be an appropriate reference to at least one study or sporting example.  
Lower in the band, answers are likely to be descriptive, or to be unsupported by sports examples.

3 - 1 marks **Poor answers**

Answers in this band will contain some relevant points, but very little elaboration, or might include much inaccurate or irrelevant material.

Total A01 marks for Question 4 = 11

Total A02 marks for Question 4 = 9

**Total marks for Question 4 = 20**

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

(a) Briefly explain what is meant by an ambiguous figure. Give an example. (3 marks)
--

**[A01 = 1, A02 = 2]**

1 A01 mark for stating it is a figure that can be interpreted in more than one way, 1 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 plus a further A02 mark for stating in what way the figure identified is ambiguous.

(b) The following advertisement (not shown here) was printed in a tourist information brochure at a seaside resort. Visual perception can be influenced by several factors. With reference to <b>one</b> factor, briefly explain why some readers will fail to notice the mistake in spelling the word 'whales'. (2 marks)
--

**[A01 = 0, A02 = 2]**

1 mark for identification of a factor, such as expectations/set; motivation; culture, plus 1 mark for appropriate explanation.

Possible answer: Expectation (1), the words 'dolphins' and 'sharks' give rise to expectations that the final word is actually 'whales', so this is how the reader interprets what they see (1).

Motivation can be applied by suggesting that some readers will not be sufficiently interested in the advertisement to read it carefully.

(c) Describe <b>one</b> study in which the influence of emotion on perception was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. (5 marks)
---

**[A01 = 5, A02 = 0]**

Likely studies include McGinnies (1949), Lazarus & McCleary (1951), Worthington (1969).

1 mark – why study was conducted (must go beyond the stem) eg by specifying the emotion (such as fear) or influence (such as perceptual defence or sensitisation).

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).

Credit reference to studies of perception other than visual eg auditory etc.

(d)	Describe and discuss Triesman's model of attention. Refer to empirical evidence in your answer.	<i>(10 marks)</i>
-----	---	-------------------

**[A01 = 5, A02 = 5]**

**A01 marks:** 5 marks for description including reference to features such as:- linear, limited capacity, early-bottleneck, attenuating filter which allows irrelevant messages to be 'turned down' but still available for semantic processing, combines both top-down and bottom-up explanations. If features are merely listed, or labelled in a diagram maximum 3 marks.  
Up to 2 of these marks may be awarded for accurate description of relevant studies (1 each).

**A02 marks:** 5 marks for discussion which might include:

Use of evidence to evaluate or analyse the theory, eg the theory can account for the cocktail party phenomenon (both the selective attending to one channel and the detection of relevant information in a non-attended channel) and the evidence of shadowing studies.

Evaluation of the theory in comparison with others, eg Broadbent, Deutsch & Deutsch and Kahneman.

Evaluation might also include the view that the preattentive analysis occurring in the attenuator must be almost as complete as the later semantic analysis. A simpler account has the entire input being semantically processed, with a late filter at the response stage.

Another criticism is that the theory is incomplete, and ignores the fact that our attentional system involves the flexible allocation of a variable cognitive capacity. Evaluation of studies used.

Likely studies include Triesman (1960), Cherry (1953), Moray (1959), Gray & Wedderburn (1960), Corteen & Wood (1972).

**No evidence - maximum 6 marks****Mark Bands****10 - 8 marks Good answers**

Answers that clearly and accurately describe and evaluate the theory with reference to evidence and from a theoretical viewpoint. Analysis reveals a good understanding of the processes described, and appropriate terminology is used. Little or no irrelevant material.

**7 - 4 marks Average answers**

At the top of the band the description will be mainly accurate and answers will include some analysis/evaluation and reference to empirical evidence. Lower in the band will be answers which are mainly descriptive, or marred by inaccuracy, or which fail to support assertions with illustrations/theory or studies.

**3 - 1 marks Poor answers**

Answers in this band will include some relevant information about the model, but might be very brief or marred by extensive inaccuracy or irrelevance.

Total A01 marks for Question 5 = 11

Total A02 marks for Question 5 = 9

**Total marks for Question 5 = 20**

6

Total for this question: 20 marks

(a)	Outline what is meant by <i>displacement</i> as an explanation for forgetting.	(2 marks)
-----	--	-----------

**[A01 = 2, A02 = 0]**

Existing stored information is pushed out by incoming information (1) plus 1 mark for elaboration, possibly by example, such as: owing to limited capacity/in short-term memory.

(b)	Outline what is meant by <i>episodic memory</i> .	(2 marks)
-----	---	-----------

**[A01 = 2, A02 = 0]**

Memory for personal/life events/experiences (1) plus additional information such as: part of declarative/long-term memory/stored in relation to time and place/appropriate example (1).

(c)	(i)	Megan is playing an electronic game in which coloured squares appear to fall down a screen to make columns. She uses a joystick to move each square into a matching column. While playing the game, she talks to her friend about their plans for the weekend.
-----	-----	--

Refer to **two** components of the working memory model to explain why Megan is easily able to carry on playing the game and have a conversation at the same time.

(4 marks)

**[A01 = 2, A02 = 2]**

1 A01 mark each (up to 2) for identification of relevant components of the model, plus 1 A02 mark each for appropriate explanation.

Sample answer: The visuo-spatial sketchpad (1) is used to play the game (1). The articulatory loop/articulatory control process/phonological loop/primary acoustic store (1) is used to manage the conversation (1). The two tasks use different components of WM (so can be managed simultaneously) (1).

(ii)	When Megan has completed one level of the game, the squares begin to move faster. Megan finds she starts to make mistakes, unless she stops talking to her friend.
------	--

Refer to the working memory model to explain why Megan cannot now do both things at the same time.

(2 marks)

**[A01 = 0, A02 = 2]**

1 mark for making the point that the capacity of WM (or one of the sub-components) is being exceeded. 1 mark for further explanation, eg that the central executive cannot allocate information to sub-components as fast as it is being received.

- (d) Waldek is 27 years old. He does not suffer from amnesia, but he has noticed that he has forgotten many of the things he learned at school and college.

Describe and discuss **at least two** psychological explanations for Waldek's forgetting of previously learned material. (10 marks)

**[A01 = 5, A02 = 5]**

A01 marks: Up to 5 marks. 1 each for identifying explanations of forgetting that are relevant to this scenario, plus up to 2 each for detailed, accurate description. Plausible explanations include decay, interference, state/context/cue-dependent forgetting/retrieval failure. Maximum 3 marks for a list of explanations. Credit plausible explanations such as repression if made relevant, but **not** amnesia explanations which are clearly ruled out by the question. Do not credit displacement or initial failure to rehearse/store/encode. Up to 2 marks for description of relevant studies (1 mark each).

A02 marks: Up to 5 marks as follows:  
Up to 3 marks for applying explanations to the example of Waldek (maximum 2 marks for any one explanation).  
Evaluation of explanations, including reasoned argument about their plausibility (or otherwise).  
Use of evidence to support or refute explanations.  
Evaluation of evidence used.

**Only one explanation given - maximum 6 marks**  
**No reference to scenario - maximum 6 marks**

### Mark Bands

10 - 8 marks **Good answers**

Answers which accurately describe at least two explanations, which relate them to the scenario, and make appropriate evaluation/analysis. Appropriate terminology is used. Little or no irrelevant material.

7 - 4 marks **Average answers**

Answers in this band will include mainly relevant and mainly accurate material, though might be mainly descriptive.  
At the top of the band, two explanations should be identified and described. There should also be appropriate linking with the scenario.

3 - 1 marks **Poor answers**

Answers which succeed in identifying at least one reason, but which neither illustrate nor evaluate appropriately. Alternatively, answers with serious inaccuracies and irrelevances.

Total A01 marks for Question 6 = 11

Total A02 marks for Question 6 = 9

**Total marks for Question 6 = 20**

7

**Total for this question: 20 marks**

- |     |  |                  |
|-----|--|------------------|
| (a) | Outline how a student might use imagery to represent knowledge when revising for an examination. | <i>(2 marks)</i> |
|-----|--|------------------|

**[A01 = 2, A02 = 0]**

1 mark if a form of imagery is given, plus 1 mark for relevant elaboration, eg statement of how this helps learning or recall.

Candidates might refer to the use of mnemonic techniques, but only those which make use of imagery should be credited (method of loci, numeric pegword technique, visualisation).

They might refer to 'spider diagrams', or elaboration to make use of dual coding, eg by linking concepts such as repression with visual images such as a locked cupboard.

- |     |  |                  |
|-----|--|------------------|
| (b) | Briefly outline Whorf's view of the relationship between language and thought. | <i>(2 marks)</i> |
|-----|--|------------------|

**[A01 = 2, A02 = 0]**

1 mark for stating that language influences/determines thought, plus 1 mark for elaboration, which might label this view as linguistic relativity/determinism, or indicate which is the strong/weak version of the hypothesis, or give a specific illustrative example.

- |     |  |  |
|-----|--|--|
| (c) | Keith and Russell are each asked to list as many reasons for wearing ear plugs as they can. The lists they produce are as follows: |  |
|-----|--|--|

**Keith's list**

When using noisy machinery

When trying to sleep on a train

**Russell's list**

Whenever your brain is in danger of leaking out

When forced to attend a Robbie Williams gig

When they are back in fashion

When listening to criticism

- |     |  |                  |
|-----|--|------------------|
| (i) | Name the cognitive style illustrated by Keith's list. Justify your answer. | <i>(3 marks)</i> |
|-----|--|------------------|

**[A01 = 1, A02 = 2]**

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

- |      |  |                  |
|------|--|------------------|
| (ii) | Name the cognitive style illustrated by Russell's list. Justify your answer. | <i>(3 marks)</i> |
|------|--|------------------|

**[A01 = 1, A02 = 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 the hierarchical model of concept organisation. Refer to empirical evidence in your answer. | <i>(10 marks)</i> |
|-----|--|-------------------|

**[A01 = 5, A02 = 5]**

- A01 marks:** For up to 5 marks candidates are expected to describe the hierarchy model proposed by Collins and Quillian. Marks should be awarded according to detail and accuracy. Detail is likely to include the nature of the hierarchy, the subordinate and superordinate categories, storage properties along with exemplars and detail of supporting evidence (up to 2 marks). Credit should also be given for a labelled diagrammatic representation (up to 3 marks).
- A02 marks:** For up to 5 marks the discussion is expected to focus on the validity of the model and thus will probably include analysis of supporting evidence from the statement verification studies. Criticism might include reference to the typicality effect and alternative models of conceptual organisation including Rosch's prototype theory and Collins and Loftus's spreading activation model (up to 2 marks).  
Use of evidence to support or refute the model.  
Analysis of methodological evaluation of evidence.

**No empirical evidence - maximum 6 marks****Mark Bands****10 - 8 marks Good answers**

Descriptions are thorough, detailed and accurate. There is a well-balanced discussion supported with references to psychological theory and research where appropriate. The answer is clearly focused on the question with few, if any, omissions, irrelevancies or inaccuracies. Better candidates will probably include reference to alternative theories in their discussion.

**7 - 4 marks Average answers**

Descriptions are mostly correct but not as detailed as for the top band. At the top of the band there is a clear attempt to discuss the model although answers at the bottom of the band are likely to be mostly descriptive. Whilst there may be substantial relevant information it is not always well organised or focused clearly on the question. There are some omissions, irrelevancies or inaccuracies.

**3 - 1 marks Poor answers**

Answers consist of weak description with little psychological content. Better answers in this band should include some information of merit, but weaker answers will be largely inaccurate, irrelevant or anecdotal.

Total A01 marks for Question 7 = 11

Total A02 marks for Question 7 = 9

**Total marks for Question 7 = 20**

8

**Total for this question: 20 marks**

- (a) Outline **one** cause of amnesia that is much more common in older people than in young adults. (2 marks)

**[A01 = 2, A02 = 0]**

1 mark for relevant cause eg genetics, dementia, Alzheimer's. 1 mark for elaboration Alzheimer's/dementia which might consist of statement of causes or symptoms, eg senile plaques, enlarged ventricles in brain, reduced semantic memory, reduced digit span, confusion, disorientation, etc.

- (b) Outline what is meant by the term *repressed memory*. Illustrate your answer with an example. (3 marks)

**[A01 = 2, A02 = 1]**

Any 2 marks from: A memory, usually of an emotionally distressing event (1) which is pushed into the unconscious (1) as a result of an ego-defence mechanism (1) or only accessible through therapy. Plus 1 (A02) mark for specific example.

- (c) (i) Mr White has had hospital treatment for depression, although he did not have an operation. Since the treatment he has begun to suffer from amnesia.

Name and outline the type of amnesia likely to be suffered by Mr White. (2 marks)

**[A01 = 1, A02 = 1]**

Retrograde amnesia (1 A02) a (usually temporary) inability to recall events that precede an incident (1 A01).

Credit consistent definition (A01) if type of amnesia for scenario is incorrect (A02).

- (ii) Suggest **one** hospital treatment for depression that often leads to amnesia (1 mark)

**[A01 = 0, A02 = 1]**

ECT/electroconvulsive therapy/drug therapy (1).

- (iii) Mr Green has had a brain operation. As a result, he has begun to suffer from amnesia, although not the same type as suffered by Mr White.

Name and outline the type of amnesia likely to be suffered by Mr Green. (2 marks)

**[A01 = 1, A02 = 1]**

Anterograde amnesia/pure amnesia (1 A02) an inability to store new memories (1 A01).

Credit consistent definition (A01) if type of amnesia for scenario is incorrect (A02).

(d) Describe and discuss the processes that psychologists believe are involved in face recognition. Refer to empirical evidence in your answer. (10 marks)

**[A01 = 5, A02 = 5]**

**A01 marks:** Up to 5 marks. 1 mark for naming Feature Analysis and Holistic Forms Models. Credit should be given for describing processes implied by the feature analysis model (storage and recognition of individual features, relative importance of internal and external features); processes implied by the holistic forms model (the importance of spacing and configuration; template, prototype and recall of distinctiveness explanations); and detail of the Bruce & Young model (FRUs, PINs and name generation). Up to 3 marks for some of this information in diagram form. Up to 2 marks (1 each) for accurate descriptions of studies. Relevant studies include Young, McWeeny, Hay and Ellis (1986), Brennan, Baguey, Bright and Bruce (1989), Stanhope and Cohen, Valentine and Bruce, Carey and Diamond, Yin (1969), Haig (1984), Sergent (1984), Young Hellawell and Hay (1987), Woodhead et al (1979).

**A02 marks:** Up to 5 marks for discussion which is likely to include:  
 Analysis of how the processes described work.  
 Explanation of the feature analysis model as a bottom-up theory, and the holistic form model as a top-down theory.  
 Use of studies to support or refute explanations.  
 Comparison of feature analysis and holistic form explanations, eg that the former understates the range of processes likely to be involved.  
 Evaluation of the methodology of studies, eg pointing out that studies often use two-dimensional static images and therefore lack some ecological validity.

**No empirical evidence - maximum 6 marks**

**Mark Bands**

**10 - 8 marks Good answers**

Answers which accurately describe the processes that are assumed to be involved in face recognition and which make appropriate evaluations. Relevant studies are used effectively. Mostly relevant, with little misunderstanding. Correct use of terminology.

**7 - 4 marks Average answers**

At the top of the band will be answers featuring accurate description though a more limited amount of effective evaluation, with relevant research. Lower in the band, answers might be exclusively descriptive, might fail to outline research or might be somewhat confused or inaccurate.

**3 - 1 marks Poor answers**

Answers which include some material of relevance to face recognition processes or research, but which otherwise are too brief, confused or inaccurate to answer the question effectively.

Total A01 marks for Question 8 = 11

Total A02 marks for Question 8 = 9

**Total marks for Question 8 = 20**

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