



## **General Certificate of Education**

# **Psychology 5186/6186** *Specification B*

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

# **Mark Scheme**

*2008 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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## 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) Name <b>two</b> functions of attitudes.	<i>(2 marks)</i>
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**[AO1 = 2]**

1 mark each, up to 2 for any 2 from: adaptive; knowledge; ego-expressive/self-expressive; ego-defensive.

(b) What is meant by the following attitude components? Give an example of <b>each</b> component.
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(i) The <i>affective</i> component;	<i>(2 marks)</i>
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**[AO1 = 1, AO2 = 1]**

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

(ii) The <i>cognitive</i> component.	<i>(2 marks)</i>
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**[AO1 = 1, AO2 = 1]**

1 mark for the belief/knowledge aspect of attitude, plus 1 mark for example, which must be specifically cognitive (eg knowing that smoking is bad for you).

(c) Outline what is meant by <i>cognitive dissonance</i> and briefly explain how it can lead to attitude change.	<i>(4 marks)</i>
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**[AO1 = 2, AO2 =2]**

2 AO1 marks for clear outline – 1 mark for indicating a kind of inconsistency; plus 1 mark for additional detail such as: between cognitions, between attitude and behaviour or between attitude components such as the cognitive and behavioural components. Partially correct answers 1 mark. 2 AO2 marks for clear explanation – likely to include points such as: leading to a negative drive state/feelings of tension/discomfort; which therefore tends to motivate attitude change/seek consonance/consistency/balance. These marks can be awarded for use of an example which could be a study. Partially correct answers 1 mark.

(d) Describe and discuss <b>at least two</b> methods of measuring attitudes.	<i>(10 marks)</i>
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**[AO1 = 5, A02 = 5]**

AO1 marks: 5 marks for description. Up to 3 marks for describing each method (depending on detail). Maximum 3 for a list of methods.

Description is likely to include details of materials and procedure. Analysis of data should also be credited.

Likely methods include Likert scales, GSR, semantic differential and projective techniques.

Different projective techniques can be credited as different methods (eg TAT, Rorschach test).

Also credit methods not required by specifications, including Thurstone and the Guttman scalogram method. Description of relevant evidence (1 mark).

AO2 marks: Up to 5 marks for

- Analysis of how a method works, eg the assumption of projective tests that a person's attitudes will be unwittingly revealed by their responses to material seemingly unrelated to the attitude under investigation.
- Evaluation of the methods – likely considerations include methodological points such as the ease of analysis and interpretation, the risk of subjectivity, the risk of social desirability bias, response set. Ethical points include the deception involved in indirect methods.
- Comparison of the advantages and disadvantages of the methods referred to, eg ease of extracting and processing data from a Likert scale, compared with a projective method.
- The use of relevant empirical evidence in evaluation of methods.

**Maximum 6 marks if only one method**

### Mark Bands

8 – 10 marks	<p><b>Good answers</b></p> <p>Detailed, clear, comprehensive and accurate description and evaluation of two methods. Little error or irrelevance. Appropriate use of terminology.</p>
4 – 7 marks	<p><b>Average answers</b></p> <p>Answers in this band are likely to discuss a more limited range of points, or to be marred by some inaccuracy.</p> <p>At the top of the band, two methods will be described and evaluated with reasonable accuracy. Lower in the band will be answers that deal competently with one method, or less well with two or more methods.</p>
1 – 3 marks	<p><b>Poor answers</b></p> <p>Answers in this band might include some basic information about one or more methods, although evaluation is likely to be minimal or the answer as a whole might be marred by serious inaccuracy.</p>

Total AO1 marks for Question 1 = 11

Total AO2 marks for Question 1 = 9

**Total marks for Question 1 = 20**

2

Total for this question: 20 marks

(a) Outline what social psychologists mean by <i>internalisation</i> .	(2 marks)
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**[AO1 = 2]**

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

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

(b) Give <b>two</b> examples of group norms which might occur amongst groups of friends.(2 marks)
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**[AO2 = 2]**

1 mark for each example (up to 2), which must be specific behaviours or beliefs, eg wearing similar clothes, taking turns to buy drinks, all believing that hunting is wrong etc

(c) Describe <b>two</b> psychological techniques for gaining compliance with a request. Give an example of <b>each</b> technique.	(6 marks)
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**[AO1 = 4, AO2 = 2]**

1 mark for naming, plus 1 mark for correctly describing the technique or 2 marks for full description.

1 mark for appropriate example.

Likely answers:

Foot in the door (1). Ask for a small request, small request is accepted (1), then follow this with a large request (1) eg ask to borrow 20p, ask to borrow £10. (1)

Door in the face (1) Make a large request (likely to be refused) (1) then make a reasonable request (1) eg ask for a 40% pay rise, then moderate this to a 16% pay rise. (1)

Low ball (1). Agree a deal, then worsen the conditions once the person is committed (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). Offer a deal, then while the person is considering it, add an extra incentive (1) e.g. offer a year's subscription to a magazine at a discount, then offer three 'back copies' free.(1)

(d) Describe and discuss Asch's research into conformity.	<i>(10 marks)</i>
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**[AO1 = 5, AO2 = 5]**

AO1 marks: Up to 5 marks for description including up to 2 for the design of the basic line-judging experiment; plus variations of group size; social support; and task difficulty. Up to 3 marks for additional accurate detail of Asch's studies, eg percentages of trials in which participants conformed.

AO2 marks: Up to 5 marks for

Analysis which might include Asch's identification of more than one type/reason for conformity, and comment on the surprisingly high frequency of agreement with obviously wrong answers.

Evaluation of Asch's work, including

- comparisons with previous studies such as Sherif (an unambiguous right answer);
- comparisons with later studies/replications;
- methodological comment (control of variables – neutral and critical trials, lack of ecological validity, time-consuming design);
- ethical comment (deception, stress);
- the influence of Asch's work on later research.

**Mark Bands**

8 – 10 marks

**Good answers**

Accurate and detailed description of a range of Asch's studies combined with sound evaluations. Little error or irrelevance.

4 – 7 marks

**Average answers**

Answers with accurate description of studies but little evaluation, or answers including description and evaluation, which are marred by vagueness, inaccuracy and/or irrelevance.

1-3 marks

**Poor answers**

Answers which contain some relevant information but which do little more than outline the basic experiment, or which include some accurate description and/or evaluation but also several serious inaccuracies.

Total AO1 marks for Question 2 = 11

Total AO2 marks for Question 2 = 9

**Total marks for Question 2 = 20**

3

**Total for this question: 20 marks**

(a) Outline what is meant by *stereotyping*. Illustrate your answer with an example. (3 marks)

**[AO1 = 2, AO2 = 1]**

Two (AO1) marks for accurate definition, similar to that below, or 1 mark for partial definition.

Believing that all members of a (social) group (1) share certain traits/characteristics (1)

Alternatively: Categorising a person as a member of a particular group (1) and then inferring they have a trait shared by all members of that group (1)

Plus 1 (AO2) mark for specific example eg believing that all women are sensitive to the feelings of others.

(b) Outline what is meant by the *looking glass effect*. Illustrate your answer with an example. (3 marks)

**[AO1 = 2, AO2 = 1]**

A person's perception of him/herself (1) is influenced by the reactions of other people (1). Accept alternative wording. Plus 1 AO2 mark for specific clearly relevant example eg Alex often hears people making favourable remarks about him in the street, so he assumes he is attractive.

(c) Blake got a grade A in a history examination, but only a grade E in geography. He explained the difference in his performance by saying, "I'm really good at understanding history. Unfortunately, my geography teacher was hopeless."

Name and explain the type of attribution bias shown by Blake. Refer to Blake's comments in your answer.

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

1 AO2 mark for naming the self-serving attribution bias, 2 AO1 marks for stating the effect (a tendency to make situational attributions of one's own failures (1) but dispositional attributions of one's successes (1)). Plus 1 AO2 mark for relating the concept to the example – "... my geography teacher was hopeless" is a situational attribution.



(d) Describe and discuss empirical research into the primacy effect **and/or** recency effect in impression formation. Refer to **at least two** studies in your answer. (10 marks)

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

AO1 marks: Up to 5 marks for description of studies, (up to 3 for any one study) with 1 mark each awarded for each descriptive point. Likely studies include Asch's trait list study, Luchins' 'Jim' and Jones et al '30 questions' study.

AO2 marks: Up to 5 marks as follows

Analysis of conclusions/implications of studies eg early information shapes a person schema; influences the interpretation of later information; may lead to discounting of later conflicting information; or less attention being paid later; effect less likely to occur if participants instructed to attend carefully to all information; or with people we already know. Recency Effect more likely to occur if people are warned not to jump to conclusions.

Evaluation of studies e.g. explanation of lack of ecological validity in Asch's & Luchins' studies; compared with Jones et al; and compared with everyday life situations e.g. interviews; effective control of variables in each study.

**Maximum 6 marks for fewer than two studies**

8 – 10 marks

**Good answers**

Detailed, clear and accurate description of at least two studies, with analysis of conclusions, and sound evaluation. Mostly relevant, with little misunderstanding.

4 – 7 marks

**Average answers**

At the top of the band description and evaluation/analysis of two studies present.

Description and evaluation of a study or studies present, but lacking detail, or with some inaccuracy or misunderstanding. Alternatively description of studies may be accurate and detailed, but other required features may be absent or done poorly. Some irrelevant studies might be included.

1 – 3 marks

**Poor answers**

Brief, inaccurate or confused answers which contain some relevant information.

Total AO1 marks for Question 3 = 11

Total AO2 marks for Question 3 = 9

**Total marks for Question 3 = 20**

4

**Total for this question: 20 marks**

(a) Which **two** of the following are likely to produce an advantage for the home side in a rugby match?

**A:** the visiting team has travelled overnight to the match;

**B:** the stadium is much larger than those most often used by the visiting team;

**C:** there is a very large number of supporters for the visiting team;

**D:** because of previous crowd trouble, the match is to be played without spectators.

*(2 marks)*

**[AO2 = 2]**

A (1) B (1)

(b) Briefly explain one psychological cause of arousal in sport. Illustrate your answer with an example. *(3 marks)*

**[AO1 = 1, AO2 = 2]**

1 AO1 mark for identifying a cause of arousal, 1 AO2 mark for explaining why arousal is increased, and 1 AO2 mark for example.

Possible answers:

Distraction conflict can increase arousal (1 AO1), because of the increased/conflicting attentional demands of task and audience (1 AO2). Eg a batsman might find it hard to concentrate if the spectators are shouting. (1).

Evaluation apprehension can increase arousal (1) because it can create anxiety (1) eg if a footballer knows that the manager of the National team is watching (1).

Accept other possible answers, eg fear of failure, awareness of the importance of the event, presence of an audience.

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

**[AO1 = 5]**

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) e.g. by referring to the type of social situation e.g. coaction, competition, presence of audience.

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

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

AO1 marks: Up to 5 marks for: describing the relationships (positive correlation in most high-interaction sports, negative correlation in most low-interaction sports); 1 mark each for identifying types of sport: high-and low-interaction sports, 1 mark each for examples of high-and low-interaction sports, 1 mark each (up to 2) for accurate description of studies. Relevant studies include: Peterson and Martins, Taylor et al (1983), Slater and Sewell (1994), Stogdill (1972), Widmeyer et al (1993).

AO2 marks: 5 marks for

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

Analysis of the effect(s) of different types of cohesion on performance.

Evaluation – eg use of studies to support or refute analytical points, and recognising uncertainty in the actual relationship between cohesion and performance.

Evaluation of studies.

**Maximum 6 marks for only one type of sport**

**Maximum 6 marks if no evidence of studies**

8 – 10 marks

**Good answers**

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

4 – 7 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 also refer to both types of sport and to evidence, but which lack sufficient detail or accuracy for Band 1. Lower down in the Band are answers which fail to distinguish between types of sports, or which do not refer to actual studies.

1 – 3 marks

**Poor answers**

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

Total AO1 marks for Question 4 = 11

Total AO2 marks for Question 4 = 9

**Total marks for Question 4 = 20**

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

(a) Using an example, outline what is meant by an <i>ambiguous figure</i> . <span style="float: right;">(3 marks)</span>
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**[AO1 = 2, AO2 = 1]**

1 AO2 mark for giving an example by naming, describing or drawing an ambiguous figure eg Leeper's lady, the man/rat drawing, Necker cube, Rubin's vase etc.

1 AO1 mark for stating it is a figure that can be interpreted in more than one way, plus a further AO1 mark for stating in what way the figure identified is ambiguous.

(b) Jamie is sitting at a table in a busy café, listening to his friend talking about psychology. He does not notice what people at the other tables are saying.
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(i) Outline what is meant by <i>selective attention</i> . In your answer refer to the text above. <span style="float: right;">(3 marks)</span>
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**[AO1 = 2, AO2 = 1]**

2 AO1 marks for definition, such as: The process/mechanisms by which some information is taken in and processed; while other information is ignored/filtered out. Alternatively accept answers of the form: The ability to focus on one source/channel of information; and ignore others.

1 AO2 mark for an appropriate link with text eg 'he does not notice what people at other tables are saying' (is an example of other channels being ignored/not selected).

(b) Later, Jamie overhears someone at another table say his name.
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(ii) With reference to <b>one</b> model of attention, explain why Jamie notices when someone says his name. <span style="float: right;">(4 marks)</span>
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**[AO1 = 2, AO2 = 2]**

2 AO1 marks for relevant information about a theory, plus 2 AO2 marks for relevant explanation applied to the scenario.

Several theories could be made relevant, especially Treisman, Deutsch & Deutsch. Broadbent's model might be made relevant if there is reference to channel switching. Also credit Kahneman if made relevant.

Sample answer: (Treisman's theory) explains this 'cocktail party' phenomenon (1 AO1) because according to the theory although non-attended information is attenuated (1 AO1) all information is semantically analysed (1 AO1) so that when Jamie's name was spoken in an attenuated channel (1 AO2) he was able to recognise it because of its relevance to him (1 AO2).

(c) Factors such as context and previous experience can affect expectations.

Describe and discuss the influence of expectation on visual perception. Refer to empirical evidence in your answer. (10 marks)

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

AO1 marks: 5 marks. Up to 3 marks for describing the influence of expectations: influence on what we select to perceive/notice; influence on how we interpret sensory data; by creating distortions/errors in perception. Credit references to culture, motivation and emotion if made relevant.

Up to 3 marks (up to 2 each) for descriptions of studies.

Likely studies include: Chapman (1932), Minturn & Bruner (1951), Bruner & Postman (1949)

AO2 marks: 5 marks for

- Explanation/analysis of stated influences eg in terms of priming of attention
- Use of studies to evaluate claimed effects, eg Bruner and Postman's 'redundant word' study supports the view that expectations influence selection, while Bugelski and Alampay's study illustrates the effect of expectations on the interpretation of stimuli.
- Analysis of the implications of studies, eg by pointing out that this supports a constructivist, top-down explanation of perception.
- Criticism of explanations and/or relevant studies.
- Illustration of the influence of expectations with everyday examples.

**Maximum 6 marks if no empirical evidence**

8 -10 marks

**Good answers**

Influence of expectation on perception is clearly outlined and well supported with appropriate and accurately presented evidence. The answer is well organised. There is little irrelevance or inaccuracy.

4 – 7 marks

**Average answers**

At the top of the band there should be accurate description of at least one study. Answers lower in the band are likely to be mainly descriptive or not supported with evidence of studies.

Information is not as well organised as for the top band and there might be omissions and inaccuracies. There might also be some confusion in use of studies that do not clearly relate to expectation.

1 – 3 marks

**Poor answers**

Answers which contain some recognisably correct information about the influence of expectation, but which may be marred by extensive inaccuracy, irrelevance or confusion with other factors.

Total AO1 marks for Question 5 = 11

Total AO2 marks for Question 5 = 9

**Total marks for Question 5 = 20**

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

- (a) State what is meant by *procedural memory*. Illustrate your answer with an example. (2 marks)

**[AO1 = 1, AO2 = 1]**

Memory for motor skills/knowing how to do things (1 AO1) plus example such as how to ride a bicycle (1 AO2)

- (b) The multi-store model of memory identifies a long-term memory store and a short-term memory store. Apart from duration, identify **two** differences between these memory stores. (2 marks)

**[AO1 = 2]**

1 mark each for: capacity; coding. Accept alternative wording for these concepts, and other plausible answers e.g. about types of forgetting related to each store.

- (c) A researcher is investigating the levels of processing model of memory. He shows participants words printed on cards. Each card has a different word, for example 'SACK', 'fake' and 'bread'. After each word, he asks one of the following three questions:

**A:** "Can you eat it?"

**B:** "Is it in capitals?"

**C:** "Does it rhyme with 'lake'?"

For each of the three questions (**A, B and C**), indicate which level of memory is most likely to be used when participants respond.

(6 marks)

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

1 AO1 mark each for identifying levels plus 1 AO2 mark each for correctly linking questions with levels as follows:

"Can you eat it?" - Semantic/deep

"Is it in capitals?" - Structural/shallow/visual/orthographic

"Does it rhyme with 'lake'?" - Phonetic/phonological/acoustic

Note: if levels are correctly identified but not correctly linked, 1 mark for each level should be awarded.

(d) Describe and discuss the influence of context and cues on forgetting. Refer to empirical evidence in your answer. (10 marks)

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

AO1 marks: 5 marks. Up to 3 marks for description of what is meant by context and cues and the influence of these on forgetting. Candidates might include external and internal context as cues.

Up to 3 marks for description of relevant studies (max 2 for any one study).

Likely studies include: Abernathy (1940), Tulving & Pearlstone (1966), Godden & Baddeley (1975), Bower et al (1978), Smith (1979), Malpass & Devine (1981), Zechmeister & Nyberg (1982), Jerabek & Standing (1992), Miles & Hardman (1998)

AO2 marks: 5 marks for

- Analysis of how absence of context/cues leads to retrieval failure/context/cues aids recall;
- Analysis of difference between retrieval failure (lack of accessibility) and lack of availability.
- Use of evidence to support/refute the influence of context/cues.
- Evaluation of importance of influence in relation to other reasons for forgetting eg interference.
- Evaluation of evidence.

**Maximum 6 marks if no evidence of studies**

8 – 10 marks

**Good answers**

Answers that clearly and accurately describe context/cues and their effects on forgetting (improving memory). Empirical evidence is accurately described and used appropriately to support effective analysis/evaluation. Little irrelevance.

4 – 7 marks

**Average answers**

At the top of the band there should be accurate description of at least one study, and appropriate reference to context/cues. Lower in the band answers might rely heavily on descriptions of studies with only a little analysis/evaluation. Alternatively the answer might be marred by some inaccuracy.

1 – 3 marks

**Poor answers**

Answers that include some relevant information about context/cues but which are very brief or marred by significant irrelevance and inaccuracy.

Total AO1 marks for Question 6 = 11

Total AO2 marks for Question 6 = 9

**Total marks for Question 6 = 20**

7

**Total for this question: 20 marks**

(a) Outline Piaget's view of the relationship between language and thought.	(2 marks)
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**[AO1 = 2]**

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

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

(b) Identify and explain <b>three</b> criteria for language.	(6 marks)
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**[AO1 = 3, AO2 = 3]**

1 AO1 mark (up to 3) for each criterion identified, plus 1 AO2 mark each for appropriate explanation.

Possible criteria include:

semanticity: communications have meaning

structure dependence: word/sign order/syntax affects meaning

reflectiveness: can be used to communicate about language

turn-taking: users alternately receive and transmit

arbitrariness: words or signs do not necessarily resemble that which they denote

displacement: can be used to communicate about remote times and places

prevarication: can be used to give false information

openness/creativity: no limit to number of possible statements

duality of patterning: words are assembled from phonemes, sentences from words

tradition/learnability: culturally transmitted, a new language can be acquired

use of vocal-auditory channel: speech and hearing

(c) State what is meant by a <i>convergent cognitive style</i> . Illustrate your answer with an example.	(2 marks)
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**[AO1 = 1, AO2 = 1]**

Thinking directed towards a single right answer/thinking within a conventional framework/unimaginative thinking/thinking lacking in creativity or innovation (AO1 = 1) plus example such as thinking a box is to store items in (AO2 = 1).



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

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

AO1 marks: Up to 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. Relevant studies include Köhler (1927) and Weisberg & Allsa (1981).

AO2 marks: 5 marks for discussion which might include:

- Use of studies to illustrate features of insight.
- Use of studies to evaluate insight.
- 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 e.g. 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.

**Maximum 6 marks if no evidence of studies**

8 – 10 marks

**Good answers**

Insight is accurately described and appropriately illustrated with empirical evidence. Several evaluative points are made. There is little irrelevance or inaccuracy.

4 – 7 marks

**Average answers**

At the top the band will be answers which correctly describe and illustrate insight with reference to empirical evidence, although evaluation might be minimal. Lower in the band will be answers which either fail to refer to studies or (more likely) which provide only vague or brief description. There might be some inaccuracy and/or irrelevance.

1 – 3 marks

**Poor answers**

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

Total AO1 marks for Question 7 = 11

Total AO2 marks for Question 7 = 9

**Total marks for Question 7 = 20**

8

**Total for this question: 20 marks**

- (a) A researcher wanted to study the effect of one factor on eye-witness testimony.

The researcher showed two groups of participants a film of a street scene in which a young man stole a mobile phone from a woman. The participants in Group A were then asked whether they had seen **a bag** being carried by the thief. The participants in Group B were asked whether they had seen **the bag** being carried by the thief. Several days later, the participants were asked to recall the incident. More participants from Group B mentioned that the thief had carried a bag.

- (i) Identify the factor affecting eye-witness testimony in the study above. With reference to this factor, explain why more participants in Group B mentioned that the thief had carried a bag.

*(3 marks)***[AO2 = 3]**

1 AO2 mark for identifying a leading question/use of questioning. Up to 2 marks for explanation. Likely points include: The use of the definite article in Group B implied that a bag was present; the delay between seeing the film and the recall allowed participant's memories to be altered by this; by a process of interference/by reconstruction caused by the leading question.

- (a) (ii) Outline **one other** factor that can affect eye-witness testimony. Illustrate your answer with an example. *(3 marks)*

**[AO1 = 2, AO2 = 1]**

1 AO1 mark for identifying and 1 AO1 mark for describing a relevant factor or effect, plus 1 AO2 mark for relevant example. Likely factors include: emotion/stress; context; passage of time; repression; weapon focus; age, stereotyping; expectation; beliefs; schemas.

- (b) (i) Outline the effect on memory of retrograde amnesia. Suggest **one** likely cause for this condition. *(2 marks)*

**[AO1 = 2]**

1 mark for effect. Likely answer: inability to remember events before/leading up to and during the event/injury/treatment

1 mark for cause. Likely answers: head trauma/concussion/ECT/Alzheimer's/dementia. Accept other valid answers, not repression.

- (b) (ii) Outline the effect on memory of anterograde amnesia. Suggest **one** likely cause for this condition. *(2 marks)*

**[AO1 = 2]**

1 mark for effect. Likely answer: inability to store new information/remember events that occurred after an incident.

1 mark for cause. Likely answers: brain surgery/surgery to hippocampus/brain disease/herpes/alcohol abuse/Korsakoff's syndrome/dementia/Alzheimer's. Accept other valid answers.

(c) Describe and discuss the holistic forms explanation of face recognition. Refer to empirical evidence in your answer. (10 marks)

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

AO1 marks: Up to 5 marks for description of the model. Likely points include: The spacing and configuration of features; semantic and emotional information template, prototype and recall of distinctiveness explanations; and detail of the Bruce & Young model (FRUs, PINs and name generation). Identification as a top-down theory. Up to 2 marks (1 each) for accurate descriptions of studies.

Also credit the fact that the model recognises the importance of features

Relevant studies include Bradshaw & Wallace (1971), Ellis et al (1979), Young, McWeeny, Hay and Ellis (1986), Brennan, Baguely, 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

- Analysis of how the processes described work, eg why this is top-down or use of examples.
- Analysis of the implications of studies, and their use to support or refute explanations.
- Evaluation of studies (e.g. in terms of ecological validity).
- Use of/comparison with alternative models e.g. feature analysis.
- Evaluation of theory.

**Maximum 6 marks if no empirical evidence**

8 – 10 marks

**Good answers**

Answers which accurately describe the explanation and which make appropriate evaluations with the help of reference to empirical evidence. There is little error or irrelevance and terminology is used appropriately.

4 – 7 marks

**Average answers**

At the top of the band, answers will include reference to relevant empirical evidence. In the top half of the band will be answers featuring a more limited amount of effective evaluation, with relevant research. In the bottom half of the band, answers may be exclusively descriptive or may be somewhat confused or inaccurate.

1 – 3 marks

**Poor answers**

Answers which include some material of relevance to the holistic forms model 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		0		
(b)	2		2		
(c)	2		2		
(d)	5		5		
<b>Total</b>	<b>11</b>	<b>55</b>	<b>9</b>	<b>45</b>	<b>20</b>
Q2 (a)	2		0		
(b)	0		2		
(c)	4		2		
(d)	5		5		
<b>Total</b>	<b>11</b>	<b>55</b>	<b>9</b>	<b>45</b>	<b>20</b>
Q3 (a)	2		1		
(b)	2		1		
(c)	2		2		
(d)	5		5		
<b>Total</b>	<b>11</b>	<b>55</b>	<b>9</b>	<b>45</b>	<b>20</b>
Q4 (a)	0		2		
(b)	1		2		
(c)	5		0		
(d)	5		5		
<b>Total</b>	<b>11</b>	<b>55</b>	<b>9</b>	<b>50</b>	<b>20</b>

## Section B Cognitive Psychology

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