

GCE



Edexcel GCE

Psychology (6761/01)

Summer 2005

advancing learning, changing lives

Mark Scheme (Results)

Edexcel GCE  
Psychology (6761/01)

*The notes below are included in the mark schemes used to standardise all examiners for all GCE Psychology papers.*

## NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

## UNIT 1 - 6761

- 1 (a) Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark for identifying the assumption. Up to 2 marks for elaborations, marks can be given for the appropriate use of examples to illustrate the assumption. 1 mark for a specific Psychologist's theory. If more than one assumption is outlined then all should be marked and the best one given credit

Suitable assumptions include; Cognitive abilities develop over time/in stages, The importance of cognitive abilities in development, The influence of both nature and nurture on development (nature/nurture debate), etc.

Possible Marking Points:  
For Example

Cognitive abilities develop over time/stages (identification mark)/eq;  
Abilities of infants are qualitatively different from adults/eq;  
Adults are capable of performing tasks that are beyond the capabilities of infants  
For example, adults are able to think in abstract terms infants are only capable of concrete thinking/eq;

The importance of cognitive abilities (identification mark)/eq;  
Cognitive abilities such as language and thinking are important for cognitive development/eq;  
These abilities allow children to make sense of their world and act upon it in a deliberate manner/eq;

Look for other reasonable marking points.

A01 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 2 marks for any one factor. Only 1 mark for identification. Which should be given as soon as the study is identifiable, not necessarily named. **Must be a study and not a general theory.** If not identifiable as a specific study max 2 marks for generic points. Conservation creditable. If more than one study is described, all should be marked and the best one credited.

Many studies are acceptable, if in doubt, do not dismiss but check with team leader. Case studies are acceptable e.g. Victor.

Suitable studies include; Piaget and Inhelder (1956) 'three mountains', McGariggle and Donaldson (1974) 'naughty teddy', Baillargeon and DeVos (1991) 'carrot study', Bruner & Kerry(1966) 'beakers/glasses/transposition study' etc.

**Possible Marking Points:**

Name/identification (max 1 mark)

Aim (max 2 marks)

Method (max 2 marks)

Results (max 2 marks)

Conclusion (max 2 marks)

**For example**

Piaget & Inhelder (1 mark) /eq;

Aim of this study was to test at what age children could decentre (1 mark) /eq;

A 3D model of three mountains each with something different on top was made (1 mark)/eq;.

A doll was placed at one end and children tested to see if it could understand the dolls perspective (1 mark)/eq;.

The results showed that children under the age of 7 had difficulty with this task (1 mark) /eq;.

Piaget and Inhelder concluded that children in the pre-operational stage were egocentric (1 mark) /eq;

**For example**

Naughty teddy (1 mark)/eq;

Aim of this study was to find out if conservation could occur earlier than Piaget set out/eq;

The traditional Piaget conservation of number task was performed with a group of 80 children aged 4-6/eq;

The test was repeated, but this time naughty teddy moved the counters rather than the experimenter/eq;

In the first condition only 16% of the children showed conservation ability, but in the second 62% did/eq;

The conclusion is that the children in Piaget's test were unable to understand what the experimenter wanted them to say/eq;

Look for other reasonable marking points.

AO1 = 5

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

No credit for stating 'the study lacked ecological validity', or other such general statements, must say why to gain marks. In such cases if a technical term is used correctly and explained in the context of this study it can gain 2 marks, if not used in the context of this study, it can gain 1 mark.

Only credit answers that deal with methods and/or alternative research which must relate directly to the study being evaluated. DO NOT credit ethics. If more than one study is evaluated, all should be marked and the best one credited.

If the study is not identifiable, max 2 marks for general evaluation comments on method only.

If response refers to previous question, send to review if the response does not refer to the previous question and is not identifiable then max 2 marks.

1 mark per point/elaboration.

Possible Marking Points made relevant to the study:

For example

Piaget and Inhelder have been criticised as the method they used was confusing to the child. (1 mark) /eq;

The method also required the child to convert the 3d image the doll could 'see' to a 2D image that was on the photographs, this extra task made it more likely that the child would make a mistake (2 marks)/ eq;

Hughes' policeman doll study did not require the children to this second task and found and was therefore only focused on the child's ability to de-centre (1 mark)/eq;

The results showed that children as young as three and a half could de-centre (1 mark)/eq;

For example

The naughty teddy study made more sense to the children as it was more like a game and something they could understand (1 mark)/eq;

Light et al (1979) tested the naughty teddy procedure and found similar results to McGarrigle and Donaldson (1 mark)/eq;

The use of naughty teddy could create demand characteristics as it is almost telling the child to ignore the change and the child acts accordingly (2 marks)/eq;

Light and Gilmour (1983) tested the naughty teddy approach with a real change in the situation and found that children performed worse than in the standard task (1 mark)/eq;

Look for other reasonable marking points.

AO2 = 4

2 (a) Candidates should write 'true' or 'false' in the box next to the statement. 1 mark for each correct statement.

Statement	True or False
In laboratory experiments, dependent variables are manipulated and independent variables measured.	False
A weakness of laboratory experiments is the difficulty in controlling extraneous variables.	False
Laboratory experiments have high ecological validity.	False
Laboratory experiments usually produce numerical data.	True

AO1 = 4

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.

Max 2 marks for any one area of description. Only 1 mark for identification, which should be given as soon as the study is identifiable, not necessarily named. If not identifiable as a specific study max 2 marks for generic points. **Must be a study and not a general theory.** If more than one study is outlined, all should be marked and the best one given credit. Many studies are acceptable, if in doubt, do not dismiss but check with Team Leader.

Suitable studies include; Loftus and Palmer (1974) 'smashed/bumped study', Loftus and Zanni (1975) 'a/the broken headlight study', Loftus (1979) 'train station study', Yuille and Cutshall (1986)' etc.

Possible Points may include:

Name/identification (max 1 mark)

Aim (max 2 marks)

Method (max 2 marks)

Results (max 2 marks)

Conclusion (max 2 marks)

For example

Loftus & Palmer (1 mark)/eq;

They aimed to see what effect leading questions have on EWT (1 mark) /eq;

They showed 5 groups of participant film of a car accident and asked them to estimate how fast the car was going (1 mark) /eq;

Each group was asked 'about how fast was the car going when it...' the final verb was changed to either smashed, collided, bumped, contacted or hit (1 mark) /eq;

The participants with the smashed verb gave an estimate that was much higher than those with contacted (1 mark) /eq;

For example

Train station study (1 mark)/eq;

Aim was to see the effects of using leading questions in a 'real' crime situation (1 mark)/eq;

Two women left a bag unattended at a busy train station and a man came along and pretended to steal something from it (1 mark)/eq;

Women returned and cried that a tape recorder had been stolen from the bag (1 mark)/eq;

When witnesses were asked 'did you see THE tape recorder', more than half said they did, even though there was no tape recorder (1 mark)/eq;

Look for any other reasonable marking points.

AO1 = 4

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

Marks are gained for each relevant point outlined. No marks given for merely identifying a point, e.g. weapon focus, decay, etc. The effect of this must be explained.

Additional marks can be gained through elaboration and/or the use of examples

Suitable examples include; Leading questions, Decay, Weapon focus, Reconstruction, Stress/repression, etc.

#### Possible Marking Points

The original Information may have decayed because of the time delay between event and recall/eq;

When the witness comes to recall they may fill in gaps through reconstruction/eq;

This reconstruction could include other information from memory/eq;

For example if witnesses are allowed to discuss what they saw they may contaminate each others recollections/eq;

The wording of questions by the police can affect EWT and cause witnesses to give incorrect details/eq;

Witnesses may be focusing on a weapon in a crime situation and not really see the face of the perpetrator/eq;

Attempts to establish a cause and effect relationship/eq;

Look for any other reasonable marking points.

AO2 = 4

3 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

One mark for each correct descriptive point. Marks can also be gained for elaborations and effective use of examples; i.e. not just citing one. Max 2 if not specifically field.

#### Possible Marking Points:

An experiment that takes place in the participants natural environment/eq;

Unlike natural experiments they involve manipulation of the situation/eq;

Independent variable is manipulated and dependent variable measured/eq;

For example, Hofling measured the obedience of nurses in their normal work place/eq;

Unlike lab. Experiments participants often do not know they are taking part in an experiment/eq;

Attempts to find a cause and effect relationship/eq;

Look for other reasonable marking points.

AO1 = 4



(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

One mark for correct identification of weakness/strength and the second mark for elaboration.

If more than one, credit best.

**Suitable weaknesses include; Problem controlling extraneous variables, Difficult to replicate, Lack of informed consent, Invasion of privacy, etc.**

#### **Possible Marking Points**

Example: Weakness:

Problem controlling extraneous variables = 1 mark/eq;

Extraneous variable can not be controlled and these may cause the results to be distorted = 2 marks/eq;

Lack of informed consent = 1 mark/eq;

Informed consent is difficult to obtain as informing the participants they are being studied would disrupt their natural situation = 2 marks/eq;

**Suitable strengths include; High ecological validity, Less possibility of demand characteristics, mundane realism etc.**

Example: Strength

Has high ecological validity = 1 mark/eq;

Has high ecological validity as participants are asked to perform experimental tasks in their normal environment = 2 mark/eq;

Less possibility of demand characteristics = 1 mark/eq;

There is less possibility of demand characteristics as participants are often unaware they are taking part in a study and are less likely to 'act up' = 2 marks/eq;

Look for other reasonable marking points.

AO2 = 2  
+2

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

Must be the original Yale study.

1 mark for each point or elaboration. Max 3 marks if only aims or method covered. If prompts and electric shocks are not described as part of the method, max 3.

### Possible Marking Points

#### Aim

To test the Germans are different hypothesis/eq;

To see the extent to which situation affects levels of obedience/eq;

To see if authority figure could cause someone to obey a potentially life threatening order/eq;

#### Method

Volunteers paid to take part in what they thought to be an experiment into memory and learning/eq;

Participants required to give, what they thought to be, electric shocks to other person believed to be another participant/eq;

The other person was in fact a confederate of Milgram chosen to be the one receiving shocks by a 'rigged' draw/eq;

Fake shocks gradually increased to potentially life threatening level (450 volts), whilst confederate shouts and screams for participant to stop/eq;

Authority figure gave prompts if participant hesitated, 'you must continue'/eq;

Participants were debriefed at the end and told that no shocks were actually given/eq;

Look for other reasonable marking points.

AO1 = 5

(d)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark for each point or elaboration. Evaluation must be of the experiment and not of Agency Theory. Can use other experiments by either Milgram or others to support/refute the findings.

No credit for stating 'the study lacked ecological validity', or other such general statements, must say why to gain marks. In such cases if a technical term is used correctly and explained in the context of this study can gain 2 marks, If not used in the context of this study 1mark.

**Possible Marking Points:**

Milgram's study lacked ecological validity as it was conducted in the unrealistic setting of a laboratory (1marks) as people are not normally expected to give electric shocks as a result of an order (2 marks) /eq;

Many of the participants were obviously stressed by their involvement/eq;

Milgram's findings have been supported by the work of Hofling who showed obedience in real life settings/eq;

Milgram's findings have been used by US Military to change the way they train their recruits/eq;

**All ethical points are acceptable, but they must be explained to get the marks and not just be a list.**

Look for other reasonable marking points.

**AO2 = 4**

4 (a) Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark for identifying the assumption. Up to 2 marks for elaborations, marks can be given for the appropriate use of examples to illustrate the assumption. 1 mark for specific e.g./specific Psychologist's theory If more than one assumption is outlined, all should be marked and the best one credited.

Suitable assumptions include; Information processing model, The computer analogy, Top down/Bottom up processing, is Psychology a science? etc.

#### Possible Marking Points

Humans are information processors (Identification mark) /eq;

Human mind can be seen as a system for handling information/eq;

Information from the environment is interpreted to make sense of it/eq;

Some aspects of human thinking are similar to the way in which computers process information/eq;

The computer analogy (identification mark) /eq;

Human mind works in a similar way to a computer/eq;

Like a computer the mind has an input in the form of senses, process in the form of memory, output in the form of behaviour/eq;

Cognitive processes are like computer software/eq;

Look for other reasonable marking points.

AO1 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

3 marks for each theory- studies or experiments should not be credited, although if their conclusion form part of a theory then this can be credited

1 mark for identification which should be given as soon as the theory is identifiable, not necessarily named. Up to 2 marks for outline or elaboration. Examples should be credited. If more than two theories are outlined, all should be marked and the best two credited.

Suitable theories include; Trace decay, Interference, Cue dependent forgetting (context and state could be outlined as one or separately), Motivated memory loss (repression), Displacement, Brain damage/amnesia. Etc.

#### Possible Marking Points

E.g. Trace Decay/eq;

Memory is the activation of a neural path/eq;

If unrehearsed these can fade in STM/eq;

In LTM they can break down making memories incomplete/eq;

E.g. Motivated Memory Loss (Repression) /eq;

Unpleasant memories are forced into the unconscious/eq;

This is by defence mechanisms to protect the ego/eq;

An example might be that of sexual abuse/eq;

E.g. Interference/eq;

Other similar information could interfere with attempts to recall certain material/eq;

Proactive interference involves past information interfering with attempts to recall new material/eq;

Retroactive interference involves new material interfering with attempts to recall past information/eq;

E.g. Cue dependent forgetting/retrieval failure/eq;

Forgetting occurs because a cue that was present on learning is not present when attempting to retrieve material/eq;

Context dependent forgetting occurs when in a different environment to learning/eq;

State dependent forgetting occurs when in a different physical/emotional state to learning/eq;

Look for other reasonable marking points.

AO1 = 3  
+3

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

If theory not specifically identified then still credit evaluation, if theory can be identified. 1 mark for each point and elaboration. Credit should be given for using supporting/refuting evidence from other studies and/or theories and for general criticism. Max. 2 for alternative theories.

Only the findings/conclusions of studies can be given credit, no the description.

### Possible Marking Points

#### E.g. Motivated Memory Loss

Supported by experimental findings of Myers & Brewin (1994) this study showed a greater difficulty to recall unpleasant memories/eq

Elliott found 20% of people said they had forgotten traumatic events for a period of time/eq;

The above memory losses might not be due to repression but loss of a cue/eq;

This theory relies on existence of structures that can not be proven to exist e.g. ego/eq;

Holmes (1990) found that creating both positive and negative emotions in participants caused recall failure/eq;

#### E.g. Interference

Brown (1959) and Peterson and Peterson (1959) both showed that counting backwards could interfere with attempts to recall information/eq;

Most studies are lab. based and involve the use of unrealistic tasks/eq;

Gunther (1980) found evidence of retroactive interference in the real world, when news broadcasts interfered with one another/eq;

It could be that information has decayed over a long period of time/eq;

#### E.g. Cue dependent

Godden and Baddeley found that divers would forget more information if they had to recall in a different environment to learning (under water)/eq;

In this case the difference in context was quite large and such significant results have not been shown in small context changes/eq;

Aggleton and Waskett found that recall was improved if the smells present on learning were presented on recall/eq;

Can be applied to EWT and has contributed to the cognitive interview with the idea of getting witnesses to recreate the state/context in mind or sometimes in reality/eq;

#### E.g. Trace decay

Peterson and Peterson showed that preventing rehearsal caused information to decay/eq;

It could be that information has been interfered with rather than simply decayed/eq;

It may be that the information is just not accessible/eq;

Due to missing cue/eq;

People do remember things from many years ago even if they haven't recalled recently/eq;

Look for other reasonable marking points.

AO2 = 4

5 Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

Marks are for explaining how theories of prejudice can be reduced in this case. 1 mark for each point applied and further mark for each elaboration. No marks given for merely identifying a method e.g. education superordinate goals etc. Must show how it could be used. Credit can be gained for examples used to illustrate points being made. Credit can also be gained for drawing attention to problems and limitations of using certain ideas and concepts.

If situation presented is not specifically addressed then max of 3 marks, but must be no mention at all for this to happen.

Suitable methods include:- redrawing boundaries, simple contact, superordinate goals, education, equal status contact, jigsaw technique etc

#### Possible Marking Points

Could try and get the two communities to work together on a common project that required both parties to cooperate/eq;  
Shown to be effective in Sherif's Robber's Cave study when two groups of boys came together to complete superordinate goals/eq;  
However, a problem with this approach is that if the project failed then community hostilities could be reinforced/eq;  
Educate the communities about each other's culture and behaviour/eq;  
This could be done in the local schools where the children mix/eq;  
However, this would not reach the adults who may reinforce the children's prejudice when they are at home/eq;  
Creating groups that combine/cut across racial/religious boundaries/eq;  
Create contact between groups by de-segregating communities/eq;  
Minard found that below ground black and white miners worked together harmoniously but not above ground/eq;

Look for other reasonable marking points.

AO2 = 6

6 Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

Must be a theory that is described and not a study. Studies can be credited as part of the evaluation. Effective use of examples should be credited. If more than one theory is described and evaluated, all should be maintained and the best one credited.

1 mark for each point made and for each elaboration. No identification mark. No mark for terminology e.g. ZPD must be explained to gain credit. Points of comparison with another theory are acceptable as A02 (including Piaget).

Suitable theories include; Vygotsky, Bruner, The modular approach (Fodor/Karmiloff-Smith), The Information Processing approach (Case/Fischer), etc.

#### Possible Marking Points

##### E.g. A01- Vygotsky (knowledge and understanding)

Vygotsky's theory has several components including ZPD, scaffolding, private speech, (a list of 3+ for a mark).

Believed that cognitive-development was largely a product of culture and social interactions/eq;

Each child has a 'zone of proximal development, which contains the difference between what it can do on own and what it can do with instruction/eq;

Child can fulfil it's potential if it is given expert instruction/eq;

Stressed the role of language in development as it allows the child to direct and control thoughts/eq;

Younger children think aloud, whereas older children use inner/private speech/eq;

##### E.g. A02 -Vygotsky (comment and evaluation including presenting evidence for and against)

Supported by Yodavitch (1971) found that Uzbek's without schooling could only think in concrete terms/eq;

Success of accelerated learning programs shown by Adey et al (1989) using case material/eq;

Has been accused of being ethnocentric and not understanding that skills are demonstrated in different ways in other cultures/eq;

Prior and Welling (2001) found that older children performed better on comprehension tasks when reading aloud than reading silently/eq;



**E.g. AO1 - Bruner (knowledge and understanding)**

Bruner was concerned with how knowledge was organised and represented as the child developed/eq;

He proposed three modes of representation, enactive (0-1), iconic (1-6), symbolic (7 upwards)/eq;

In the enactive mode, the world is represented through actions, e.g. move hand against ball, ball moves/eq;

In the iconic mode, the world is represented through images, e.g. judgements made on the appearance of things/eq;

In the symbolic mode, the world is represented through language, e.g. the child is able to categorise and order information/eq;

Bruner stressed the role of language training in speeding up development/eq;

**E.g. AO2 - Bruner(comment and evaluation including presenting evidence for and against)**

Bruner et al (1966) showed that success in conservation tasks could be improved if iconic mode was taken away/eq;

Bruner and Kenney (1966) showed that children under seven were unable to perform a transposition task, due to their lack of symbolic thought/eq;

However, this task was very cognitively demanding and this might have confused the 6 year olds/eq;

Spiral curriculum approach is used in the education system whereby children learn subjects at gradually increasing levels of difficulty/eq;

Adey at al (as above)/eq;

**Clarity /Communication:** Mark independently of AO1 and AO2 and show total for C

0 Note form / unintelligible/irrelevant

1 Essay format / some use of appropriate specialist terms / some spelling mistakes

2 Essay format / good use of appropriate specialist terms / good spelling and grammar

AO1 = 2

**Balance / Breadth:** Mark independently of AO1 and AO2 and show total for B

0 Totally irrelevant response

1 Adequate coverage of subject content / some irrelevances

2 Good coverage of subject content / minor irrelevances

AO2 = 2

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At the end of the question 6 please total up as follows:

AO1 = (out of 4)

AO2 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =

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