

GCE



Edexcel GCE

Psychology (6761/01)

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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)

One mark for each correctly identified statement.

Allow T for True and F for False.
Do not allow ✓ for True or × for false

	TRUE or FALSE
With expert tuition it is possible for a child to skip one of the stages of development	False
The majority of children will not pass through developmental stages	False
Formal operational tasks are not as abstract as concrete operational tasks.	False
Pre-operational children will normally be egocentric.	True

Look for any other reasonable marking points.

AO1 = 4

(b) (i)

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

1 mark for accurate identification. Must be a study and not a general theory. If more than one study ID then no mark for identification.

Study does not have to be named as long as it is clearly identifiable.

Possible studies may include:

Baillargeon & DeVos (1991) or 'carrot study'
 Piaget and Inhelder (1956) or '3 mountains study'
 McGarrigle & Donaldson (1974) or 'Naughty Teddy study'

Other formats for identification are acceptable.

Other studies are acceptable, if in doubt, do not dismiss but check with team leader.

AO1 = 1

(b (ii)

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 result /conclusion correctly reported. A second mark can be for a second result/conclusion or an elaboration of the first point. Conclusions must be for the study Identified in (b)(i), if they are not then zero marks.

Results /conclusion can be in either answer but only credit once.

Transferred Error

If study in (b) (i) was not Cognitive-developmental but results conclusions here are correct for that identified study then max 1 mark per section. To gain this mark results must be from the study the candidate has identified in (b) (i). If study in b(ii) is identifiable as a cognitive development study, max marks are available even if zero marks in b(i) because ID unclear.

If (b) (i) was blank but results / conclusions here are correct for a clearly identifiable study then max 1 mark per section.

Possible Marking Points for RESULTS

E.g. for 3 Mountains:

The results showed that children under the age of 7 had difficulty with this task (whilst children over 7 could complete it)/ eq ;
They were unable to correctly identify the picture that matched the dolls view / eq ;

E.g. for Naughty Teddy:

The results showed that in the Piagetian task the majority of children said there was a different amount of counters in both lines /eq;
Whilst in the naughty teddy condition the majority of the children could answer correctly /eq;

AO1 = 2

Possible Marking Points for CONCLUSIONS

E.g. for 3 Mountains:

Children in the pre-operational stage were egocentric / eq ;
This demonstrates that specific cognitive abilities develop in each stage / eq ;

E.g. for Naughty Teddy:

Children can conserve at an earlier age than Piaget said they could /eq;
Piaget's results were due to the children not understanding what the experimenter wanted them to answer /eq;

Look for any other reasonable marking points.

AO1 = 2

(b) (iii)

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 relate directly to the study being evaluated. If more than one study is evaluated, only credit study identified in b(i)

1 mark per point/elaboration.

Transferred error:

If evaluating a different study from the one in (b)(i) but it is b(ii) then max 2 marks for general evaluation points.

If b(i) blank but the study is clearly identifiable as a cognitive development study then full marks.

If not cognitive development study but evaluating study in b(i) then max 2 marks.

Possible Marking Points

For example for '3 Mountains':

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

Piaget's study lacks ecological validity due to its artificial setting (1 mark) /eq;
This 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 therefore only focused on the child's ability to de-centre (1 mark)/eq;

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

For example for 'Naughty Teddy':

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)

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

Only one problem must be credited the second mark is for elaboration. The elaboration mark can be for a possible or actual example. Example used does not have to be from the Social Approach.

If more than one problem given then mark both and credit the best.

1 mark per point / elaboration.

Possible Marking Points

For example:

Problem:

The results could be influenced by extraneous/confounding variable / eq ;

Elaboration:

For example Hofling's results could have been influenced by the fatigue of nurses / eq ;

Problem:

There are ethical concerns such as the participants do not usually give informed consent to take part in the study /eq ;

Elaboration:

For example the nurses in Hofling's study did not know that they were being observed as they carried out the Drs orders /eq;

Problem:

It is hard to control environmental factors /extraneous variables /eq ;

Elaboration:

Unlike in a lab experiment where situational variables can be controlled /eq ;

Look for other reasonable marking points.

AO2 = 2

(b) (i)

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. Only 1 mark for identification. Must be a study and not a general theory.

If not from the Social Approach no marks can be given. If Milgram is described then no marks given.

If in doubt contact your Team Leader.

Suitable examples: Hofling (1966), Zimbardo (1973), Sherif. There are many other suitable examples

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:

Hofling - Nurses Study (1 mark) ;

To see if nurses would break hospital regulations to obey a doctor / eq (1 mark) ;

Nurses were telephoned in the late evening by an unknown doctor and asked to give medication to a patient / eq. (1 mark) ;

They were asked to give a dosage of Astrofen that was twice the stated maximum dosage / eq (1 mark) ;

21 of the 22 nurses followed the Doctors instructions without arguing / eq(1 mark) ;

The nurses would obey a doctor even if it meant breaking hospital rules / eq (1 mark);

For example:

Sherif - Robbers cave study (1 mark);

To see if creating competition could lead to prejudice /eq (1 mark);

Boys on a summer camp were split into two groups and worked separately at first /eq; (1 mark);

Then the two groups had to compete against each other in a variety of tasks /eq (1 mark);

There was high support for the boys' own group and negative opinions for the other group /eq (1 mark);

Competition between groups can lead to hostility between the groups / eq (1 mark);

Look for other reasonable marking points.

AO1 = 5

(b) (ii)

Marking points are indicative, not comprehensive and other points 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 evaluation of the study credited in b(i).

1 mark per point/elaboration.

Transferred error:

If (b)(i) is blank and study can be identified here then full credit can be given. If (b)(i) is incorrect and/or not from the Social Approach then gain credit if the study in (b)(i) is evaluated up to max 2 marks.

Possible Marking Points

E.g. Hofling

The breaking of regulations may have been result of fatigue and not obedience / eq ;

Nurses may not have been aware of the regulations or may have forgotten them / eq ;

Results may be very specific to that hospital and not generalisable outside it / eq (2 marks) ;

The nurses self esteem may have been damaged by it / eq ;

It was high in ecological validity as nurses were being studied in their usual environment doing their usual work / eq (2 marks) ;

E.g. Sherif

The results may only be generalisable to white boys as no girls or other race were used /eq (2 marks) ;

The prejudice may be due to the fact that there were different groups and not the competition /eq ;

Giving two groups a common goal can reduce prejudice /eq ;

E.g. creating a football team that includes members of two rival schools /eq ;

The study is high in ecological validity as it is used in a summer camp and activities that are carried out in summer camps /eq (2 marks);

Look for other reasonable marking points.

AO2 = 5

3 (a)

If more than one box ticked zero marks.
Do not accept any other indication of selection, e.g. ✕

	Tick one state
It is not possible to identify common processes in the minds of humans.	
The human mind can be understood by comparing it to a computer.	TRUE or ✓
Humans are illogical creatures and their behaviours cannot be understood.	

AO1 = 1

(b)

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

1 mark per point/elaboration

Must describe the process of what an experiment entails and not simply describe an actual experiment. However, examples can be credited as elaboration when they illustrate part of the process, see hypothesis example below.

Possible Marking Points

- Testing of a hypothesis under controlled conditions / eq ;
- For example Craik and Tulving tested the hypothesis that levels of processing effect recall / eq ;
- IV is manipulated DV is measured / eq ;
- Cause and effect is determined / eq ;

Look for 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).

First mark is for identifying the strength or weakness and second mark is for elaboration.

If answers are in the wrong place then zero marks unless the candidate clearly indicates the error.

If more than one strength or weakness given mark both and then credit best only.

Possible Marking Points

Strength

Experimenter has lots of control over extraneous variables / eq (1 mark) ;
This means that factors like noise will not affect the results / eq (1 mark) ;

Weakness

Has low ecological validity / eq (1 mark);
because the results may not be true in a natural environment/ eq (1 mark) ;
As participants may be affected by the unnatural environment /eq (1 mark) ;

Look for other reasonable marking points.

AO2 = 2+2

(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 identification of theory but can gain max marks for elaboration. No credit for theories of forgetting. Max 2 marks for diagram if accurate and labelled.

For each theory mark both and credit the best

1 mark per point/elaboration. Marks are gained by outlining a theory of memory. a list of 3 or more store / processes.

Possible theories include: levels of processing, multi-store model, working memory, reconstructive/schema theory and cue dependent memory but State and context not treated as two separate theories.

Possible Marking Points

E.g. Multi-store Model (1 mark) ;

Information has to pass through the sensory memory and the short term memory to get into LTM / eq ;

Each store codes information in a different way, e.g. the LTM codes information semantically / eq ;

Information can stay in STM for 15 to 30 seconds unless rehearsed / eq ;

E.g. Level of Processing Theory (1 mark) ;

Memory is a consequence of how we process information the deeper we process it the easier it will be remembered/ eq ;

Information that is attended to on basis of how it looks is not very durable / eq ;

Most durable information is that which has been attended to semantically / eq ;

E.g. Reconstructive /Schema theory (1 mark) ;

Memory is not a blank video-tape but is changed when we recall it /eq ;

Our attitudes and responses to events change our memory for those events /eq ;

We use schemas that we already have to interpret information and incorporate these into our memory /eq ;

Look for other reasonable marking points.

AO1 = 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 identification. **If no example is used then max 3 but a max of 2 for examples.**

Examples can be from psychological studies or everyday life and **must be linked** to a general assumption to get credit.

1 mark for each further point/elaboration.

Possible answers, influence of individual, groups, culture or society, social constructionism.

Possible Marking Points

E.g. We are influenced by the groups we belong to / eq ; (identification mark)

This can create positive bias towards our own group / eq ;

For example, a member of a netball team may think they play fairer than other netball teams / eq ;

This biased thinking is thought to be a cause of prejudice / eq ;

E.g. Influence of culture and society / eq ; (identification mark)

Our culture influences what we think in subtle ways we are not always aware of /eq ;

It can do this through the use of language in our society /eq;

E.g. the use of the term bird to describe women /eq ;

Look for other reasonable marking points.

AO1 = 4

(b) (i)

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

1 mark for identification of theory - must be a theory and not description of a study. All marks can be gained without an identification mark.

Max 1 mark for a real life example or empirical example.

Zero marks for any theory not from the social approach.

Max 1 mark for a list of 3 or more. If more than one theory, mark all and credit the best.

1 mark for each subsequent point/elaboration.

Suitable examples include: Any theory of prejudice, e.g. social identity theory, any theory of obedience e.g. Agency theory.

Possible Marking Points

E.g. Milgram's theory of obedience ; (identification mark)

Our behaviour is influenced by legitimate authority figures / eq ;

A person's legitimate authority is a product of the situation they are in / eq ;

For example during WW two it can explain why German soldiers exterminated Jews / eq ;

E.g. Social Identity theory ; (identification mark)

Firstly we categorise people into different groups, e.g. supporters of different football teams /eq ;

Then we identify with the group we belong to e.g. wear the football colours of our team /eq ;

We then compare our group favourably with other groups to increase our self esteem /eq ;

Look for other reasonable marking points.

AO1 = 4

(b) (ii)

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

Must be the theory described in (b)(i) that is being evaluated. For example, if Agency Theory is being evaluated, cannot gain marks by discussing the ethical problems of Milgram's study. However, problems with the research that undermine its legitimacy can be used if these then show that the theory lacks empirical support.

1 mark for each subsequent point/elaboration.

Transferred Error

If Theory presented in (b) (i) was not an appropriate theory they can still gain marks in this question for an effective evaluation of it up to max 2 marks.

If (b)(i) is blank but the theory evaluated is clearly identifiable as a social theory then full marks. If the candidate evaluates a different theory to that identified in b(i) then Zero marks.

Possible Marking Points

E.g. Agency theory:

Agency theory supported by Milgram's original research into obedience where 65% obeyed / eq ;
However this support undermined by unnatural setting of that experiment / eq ;
Further supported by the work of Hofling where 95% or (21/22) obeyed / eq ;
He demonstrated influence of authority figure in natural environment / eq ;
The agency theory does not explain why some people choose not to obey those in authority /eq ;
The agency theory can help explain why people carry out atrocities due to orders e.g. the holocaust /eq ;

E.g. Social identity theory:

Social identity theory can explain why we feel prejudiced to people from other countries /eq ;
Tajfel and Turner's study showed that being placed in random groups is enough to cause prejudice against the other group /eq ;
However groups are not usually created based on preference for a picture so the study lacks ecological validity /eq (2 marks) ;
Other studies have shown that people who are classed as co-operative are less likely to show high in-group favouritism /eq ;
It can be used to help reduce prejudice by creating one big group rather than 2 groups /eq ;

Look for other reasonable marking points.

AO2 = 4

5

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

This is the Key Application question and so marks are gained by showing how ideas/concepts and theories from the Cognitive Approach can explain the problems with EWT. Marks are not gained by describing the research as **only the findings of research are relevant**. also be gained by assessing the ideas/concepts that have been presented.

Marks are not gained for identification of an appropriate idea/concept but for showing **how** it explains problems of EWT

Possible Marking Points

EW may not semantically process information at the time so memory not robust / eq ;

May be too much going on and not able to fit it all into working memory /STM / eq ;

This limitation of STM was demonstrated by Miller who said our capacity is limited to 7 ± 2 / eq ;

Event may be traumatic and so EW represses it / eq ;

Elliott (1995) demonstrated that many people(20%) could not recall traumatic events / eq ;

EW memory may be interfered with by other similar memories / eq ;

Other information may interfere with Eye witness memory of an event /eq;

E.g. Loftus & palmer found that the wording of the question can change EW recall /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).

AO1 marks are for presenting the ideas and theories.

AO2 is for showing how they have been used and/or for evaluating those ideas.

No marks for description / list of stages unless related to education.

Suitable ways include: Piaget's idea of readiness, Vygotsky's ZPD, peer teaching, discovery learning, scaffolding, spiral curriculum.

Possible Marking Points

AO1

Readiness

Cognitive ability develops over time so children are not ready for certain types of learning until they are the right age/ eq ;
E.g. children under 11 should not be expected to understand abstract concepts / eq ;

Vygotsky's ZPD

Children have their actual zone of development, what they can do on their own and their ZPD what they can do with help/ eq ;
Can reach this potential with expert tuition either from the teacher or from their peers/ eq ;

Discovery learning

According to Piaget children learn through actively discovering things not passively receiving information/eq ;
The teacher has to provide the child with tasks and materials that allows them to find out things for themselves/eq ;

Look for other reasonable marking points.

AO1 = 4

AO2

Readiness

Structure of national curriculum allows for children to learn things when they are ready due to the different key stages / eq ;
Conservation experiments show that children under 7 are not ready to understand something stays the same even if it looks different / eq ;

Vygotsky's ZPD

Several studies such as Fowler's on language acquisition have shown the success of hot-housing / eq ;
There are negative effects for the children who are hot housed, such as not having time for other non educational activities, which can affect their overall development / eq ;

Discovery Learning

However, Woods found that children do learn better if they are given specific help when they cannot do something /eq ;
Montesori schools encourage the use of physical objects to motivate children to learn for themselves /eq ;

Look for other reasonable marking points.

AO2 = 4

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

- 0 Note form / unintelligible
- 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