

GCE



Edexcel GCE

Psychology (6761/01)

Summer 2006

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 throughout 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. Max 3 marks if three or more statements are identified as longitudinal or observational.

Statement	Longitudinal or Observation
Participants will be visited a number of times for data to be collected.	Longitudinal
Always involve the manipulation of an independent variable.	
Always take a long time to complete.	Longitudinal
Data is collected on a single occasion from participants in their normal environment.	Observational
Can be overt or covert.	Observational

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 relating to Piaget's theory.
- Marks should not be given for summarising a piece of research. A list of 3 or more stages/ process of adaptation will only get 1 mark, though each can gain extra marks if separately elaborated.
- Stage plus correct feature = 1 mark, but stage + incorrect feature = no marks.
- Zero marks if it is not Piaget's theory.

### Possible Marking Points

Children's cog-dev occurs in stages/eq;

These stages are driven by biological maturation/eq;

The process of adaptation involves schemas, assimilation, accommodation and equilibrium/eq;

The stages are, sensorimotor, pre-operational. Concrete-operational and formal-operational/eq;

In the sensorimotor stage children develop object permanence, which is the ability to understand an object still exists even if it can't be seen (2 marks) /eq;

In each stage children will develop particular cognitive skills, e.g. in the formal operational stage the child will develop the ability to think in abstract terms/eq;

Look for other reasonable marking points.

AO1 = 5

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

(c)

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 correct statement and elaboration.

Examples must be explained and not just stated to be credited.

Marks are given for outlining how the concepts have been applied, not for just for naming the concepts. For example, there would be no marks for saying that Piaget argued that children develop particular abilities at particular ages but you could get marks for relating this to the construction of syllabuses or the national curriculum.

If research is used to illustrate the application then credit should be given.

### Possible Marking Points

The national curriculum has been influenced by the concept of staged development and differentiate tasks according to age/eq;

Student-centred teaching influenced by Piaget's view that children learn best through discovery/eq;

The spiral curriculum recognises that children's thinking becomes more sophisticated with age and so revisits the same topic a number of times with increasing sophistication/eq;

Hot-housing is influenced by the idea that children's learning can be accelerated through expert tuition/eq;

With hot-housing each child's ability will be independently assessed and tasks will be given that stretch their abilities/eq;

Teachers and peers can help a child reach their potential and progress through their ZPD, according to Vygotsky/eq;

This is supported by Woods who found that children do learn better when given specific help when they can't do something/eq;

Look for other reasonable marking points.

AO2 = 5

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

2 (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 each correct statement and elaboration.

Marks are given for outlining the steps that could be taken in the process of conducting a survey. If examples are used to illustrate one of these steps e.g. the use of open and closed questions then this should be credited.

No credit for evaluation of surveys.

The term survey is generic and includes interviews and questionnaires

#### Possible Marking Points

A set of questions are drawn up by the researcher/eq;

These may be quantitative or qualitative / open or closed questions /eq;

Closed questions may be in form of Yes/No / scoring system / scale eq;

These could then be sent out via post or face to face to a number of participants/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). 1 mark for each correct statement or elaboration.

Marks are given for explaining how prejudice/obedience / crowd behaviour develops. As this is an application question these explanations must be related to the example of football support at least once. If a summary of prejudice/ obedience/crowd behaviour is presented with no attempt to relate to football then max 3 marks.

**Only the findings of research are relevant. No credit for description of research.** Marks can also be gained by assessing the ideas/concepts that have been presented.

Real life examples used to illustrate can be credited, but these examples must be explained and not just stated

#### Possible Marking Points

Football fans identify with their team by wearing the same colours/eq;

To raise self-esteem they focus on negative qualities of other teams/eq;

E.g. they may focus on the fact the other team cheats more/eq;

This feeling of superiority allows them to dehumanise opposition fans/eq;

Prejudice might emerge due to the competition over resources, in this case points/eq;

Sheriff found that competition for prizes produced prejudice behaviour/eq;

Supporters may follow suggestions of a charismatic ring leader and produce violent behaviour/eq;

In crowds football supporters may lose their sense of identity becoming deindividuated producing violent/eq;

Look for other reasonable marking points.

AO2 = 5

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

(c)

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 and 1 mark each for correct statement or elaboration. No marks for theories of prejudice. Max 3 marks for each explanation

Marks are given for explaining how prejudice can be reduced

Examples used to illustrate can be credited, but these example must be explained and not just stated.

If research is used to illustrate application then credit should be given.

If more than two theories mark them all and credit the best two.

Possible theories include: equal status contact, pursuit of common goals, intergroup contact, changing stereotypes' jigsaw technique, education.

### Possible Marking Points

Equal Status Contact (identification mark)

Contact is not enough they have to see each other as equal/eq;

For example, in Southern USA blacks and whites had lots of contact but prejudice was not reduced because the blacks often had subservient roles/eq;

Education (identification mark)

This can be used to raise awareness of the impact of prejudice on minority groups/eq;

Jane Elliot found that by experiencing discrimination school children were less prejudice/eq;

Pursuit of common goals (identification mark.)

Both groups have to work together to achieve something they all want and can't achieve on their own/eq;

As shown in Sherif's study where the prejudice between the boys was reduced when they had to work together/eq;

Look for other reasonable marking points.

AO1 = 6

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

3 (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 and 2 further marks for elaboration. 1 mark per point made. Issue must be identifiable to gain credit. Examples can also be credited but must be explained in terms of the issue and not just stated. **No credit for any psychological research.** If more than one issue given mark them all and credit the best.

Any debate or issue that could reasonably be argued to come from the Cognitive Approach must be credited.

**Possible examples include:** Reliability of EWT, accuracy of recovered memories, accuracy of police interviewing techniques, accuracy of children's memories.

#### **Possible Marking Points**

There is a debate over the reliability of EWT/eq;  
Some argue that it is so unreliable it should not be the basis of criminal convictions/eq;  
There has been many cases where people have been wrongly convicted on the basis of EWT alone/eq;

The debate over the accuracy of recovered memories/eq;  
A recovered memory is a dramatic memory that we haven't been able to recall but it is suddenly remembered/eq;  
Some psychologists argue all recovered memories are real, whilst others argue that all recovered memories are actually false memories/ 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).

1 mark for identification and 1 each correct statement or elaboration. Can gain max marks for elaboration. **No credit for theories of memory.** If more than one theory described mark them all and credit the best.

**Possible theories include:** trace decay, motivated forgetting/repression, cue dependant forgetting, state and context forgetting can be credited as a theory, displacement, interference theory.

#### **Possible Marking Points**

##### **Trace Decay (identification mark)**

A memory is a activated neural path/eq;

This neural path can cause structural changes in the brain/eq;

Without rehearsal the trace will break down and fade away/eq;

Once broken down or faded the memory trace is lost forever/eq;

##### **Repression (identification mark)**

Information that upsets us can be pushed back into unconscious mind/ eq;

Memories can be past from the conscious mind to a traumatic event that could cause anxiety/eq;

This is an ego defence mechanism to protect us from the distress the memory would cause /eq;

Although 'forgotten' this memory can resurface at some point in the future/eq;

##### **Cue dependant forgetting (identification mark)**

We forget information because we do not have the right cues to retrieve it/ eq;

There is state dependant forgetting when we are in a different internal state at learning and recall/eq;

E.g. If we learn someone's phone number when drunk we will not recall it when sober/eq;

Context dependant forgetting occurs when we learn and recall information in different environments/eq;

**Look for other reasonable marking points.**

**AO1 = 5**

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error



(c)

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 correct statement or elaboration. Examples can be credited if they are fully explained and illustrative.

Marks are given for ideas, techniques and methods for improving recall that directly or obviously draw on research of memory or forgetting. The research itself does not have to be explicitly outlined.

Marks are not gained for identification of an appropriate idea/concept but for **showing how** it can help improve recall.

#### **Possible Marking Points**

The information could be repeatedly rehearsed to ensure it enters the LTM/ eq;

The person could try and make the information more meaningful to themselves/eq;

For example; rather than just try and remember a list of words they could incorporate them into a story that has meaning/eq;

They could try and chunk the information so that fewer bits have to be recalled/eq;

They should learn the information in the same place it is to be recalled as research has shown that we forget more information if we try to recall it in a different place than it was learnt in; (2 marks)/ eq;

Using mnemonic techniques can be used such as 'Richard of York gave battle in rain' /eq;

Look for other reasonable marking points.

AO2 = 4

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

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 each correct statement or elaboration.

**Only the findings of research are relevant. No credit for description of research.** Marks can also be gained by assessing the research that has been presented.

#### Possible Marking Points

The three mountain experiment demonstrated that pre-operational children did not have ability to see from others perspective/eq;

But in another study Hughes showed that this ability developed at a younger age than Piaget stated/eq;

Piaget also found that object permanence does not develop until the baby is about 8 months old/eq;

In the pendulum study Piaget showed that children can not think in abstract terms until they are in the formal operational stage/eq;

Bruners transposition task shows the move from the iconic to the symbolic mode/eq;

Look for other reasonable marking points.

AO2 = 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 each correct identification. It must be a study and not a general theory.

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

There are other studies than those listed below, examiners should not dismiss one because it is unfamiliar but should try and find it and if unsuccessful should contact their team leader

Study must be from Cog-dev Approach

**Possible studies include:** Piaget & Inhelder, McGarrigle & Donaldson, BAillargeon & Devos, Nichols, Bower & wishart

#### Possible Marking Points

McGarrigle & Donaldson, (1974) or Naughty Teddy

Piaget & Inhelder, (1956) or Three Mountains

Baillargeon & Devos (1991) or carrot study.

Other formats for identification are acceptable.

Look for other reasonable marking points.

AO1 = 2

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

(b) (ii)

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

1 mark for a partial aim or aims, the second mark can also be gained through an elaboration of a single aim, or for a second aim. Also credit hypothesis as part of aim.

The aim must be for one of the studies identified from (b(i))

Transferred error- if it is not the aim of one of the identified studies but the aim of another clearly identifiable cog-dev study max 1 mark.

If it is of a study that is not from the Cog-dev Approach but is a study from b(i) max 1 mark. Full marks are available even if 0 marks in b (i) because the id was unclear/blank and the aim is correct for a clearly identifiable cognitive developmental study.

**Possible Marking Points:**

**McGarrigle & Donaldson, (1974)**

They wanted to test the age at which children could conserve/ eq;

They wanted to test the validity of Piaget's theory/eq;

**Piaget & Inhelder (1956)**

The see at what age children could decentre/eq;

They hypothesised that pre-operational children would still be egocentric/eq;

**Baillargeon & Devos (1991)**

They wanted to see at what age children acquired object permanence/eq;

They thought that children would have object permanence at an earlier age than Piaget suggested/eq;

Look for other reasonable marking points.

AO1 = 2

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

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

1 mark for stating the weakness another for elaborating it

If more than one weakness mark them all and credit the best.

Transferred error- if it is not a weakness of one of the identified studies from b (i) but a weakness of another clearly identifiable Cog-Dev study max 1 mark. If it is of a study that is not from the Cog-dev Approach but is one of the studies identified in b(i) max 1 mark.

If evaluating a different study from those in b (i) but it is in b (ii) then max 1 mark.

If b (i) is blank/ unclear but the study is clearly identifiable as a cognitive developmental study then full marks available.

#### Possible Marking Points

##### McGarrigle & Donaldson, (1974)

Children could be distracted by the Teddy/eq;

As such they may not pay attention to the counters/eq;

Study has problems with demand characteristics/eq;

The children may be aware that the transformation was being carried out by experimenters/eq;

##### Piaget & Inhelder (1956)

Children confused by the second question/eq;

A second question could imply that their first answer was wrong and so encourage them to give a different response/eq;

The study lacks ecological validity/eq;

As children may not be familiar with mountains/eq;

Look for other reasonable marking points.

AO2 = 2

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

5 (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 each point and/ or elaboration.

A list of 3 or more specialist terms will get 1 mark, though each can gain extra marks if separately elaborated.

**Possible Marking Points**

We can be in an agentic, autonomous state which may cause moral strain/eq;  
In social situations we can become the agent of someone else's will and follow orders/ eq;

In such circumstances we will do things that we would not normally chose to do/eq;

This will create a moral strain in the individual obeying the order/eq;

In the autonomous state we are free thinking and able to make our own decision/eq;

Look for other reasonable marking points.

AO1 = 5

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

I mark for each point and for each elaboration.

Real life examples should be credited if they help illustrate a point and are fully explained. Only the findings of research are relevant. No credit for description of research.

As agency theory is an explanation of obedience any assessment point of the theory should be acceptable. It must be the agency theory that is being evaluated. E.g. cannot gain marks by discussing the ethical problems of Milgram's study. However, problems with research that undermine its legitimacy can be used if these then show that the theory lacks empirical support.

No credit gained for use of generic terms e.g. ecological validity, must say why in context of the research to gain marks.

#### Possible Marking Points

Supported by Milgram's research when he showed that 65% of ordinary people would obey orders from authority figures/eq;

But this study lacks ecological validity as the task of electrocuting a stranger is not something people encounter in everyday life; (2 marks)/ eq;

Supported by Hofling's findings on obedience of nurses where 95% (or 21/22) obeyed/eq;

Has been used to explain the destructive obedience of soldiers in Vietnam/eq;

If obedience is a product of social situation it does not explain why some people resist more than others/ eq;

The resistance of some can be explained by their personality(charismatic leadership) so suggesting that the causes of obedience are more complex than theory suggests/eq;

Look for other reasonable marking points.

AO2 = 5

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

6

<p>Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).</p> <p>AO1- These marks are gained by describing the study. Study must be from the Cognitive Approach. Max 1 mark for identification, max 2 marks for any one aspect of study i.e., aim, method, result, conclusion</p> <p>AO2- For assessing the study. No credit for use of generic terms, e.g. ecological validity, must say why to gain marks. In such cases if a technical term is used correctly and explained in context of the study it can gain 2 marks, if not used in context of the study it can gain 1 mark.</p> <p>Must be a study and not a theory.</p> <p>Most likely studies: Scoville &amp; Milner (1957), Craik &amp; Tulving (1975), Aggleton &amp; Waskett (1999), Various Loftus studies</p> <p>There are other suitable examples, if in doubt contact your Team Leader.</p>	
6 AO1	6 AO2
4 AO1 Subject content	4 AO2 Subject Content
2 AO1 Clarity & communication.	2 AO2 Balance & Breadth.

**Possible Marking Points:**

**AO1**

**Craik & Tulving**

**Aim-** to test if type of processing effects recall/eq;

**Method-** participants asked to read words and process according to appearance, sound or meaning/eq;

**Results-** Words best remembered that had been processed semantically/eq;

**Conclusion-** extent to which words are recalled is a function of their level of processing/eq;

**Loftus and Palmer (1974)**

They aimed to find out if changing verbs in questions had an effect on estimated speeds of cars/eq;

Participants watched a video of a car crash and were then asked to estimate the speed the car was travelling/eq;

The verb in the question was changed, e.g. smashed, hit or contacted/eq;

It was found that those asked with smashed estimated the speed at 41 mph, whilst contacted estimated 32 mph/eq;

Look for other reasonable marking points.

AO1 = 4

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error

## AO2

### Craik & Tulving.

As a lab experiment tight control of extraneous variables gives confidence that variations in DV effected by IV/eq;

Results can't be generalised as only students used as participants so it is possible that their style of learning is atypical of the population; (2 marks)/eq;

The task lacks ecological validity as it was an artificial task done in artificial conditions/eq;

It can help advertisers as the advert should be processed semantically if they want the information to be remembered/eq;

### Loftus & Palmer.

This is further supported by Loftus & Zanni's study that showed changing `a` to `the` changed people's answers about the presence of broken glass/eq;

Loftus & Palmer's study was done in a safe environment so participants may not have been as emotionally involved as in a real life experience/eq;

Research for real events has found that eyewitnesses have better recall than is suggested by lab experiments/eq;

Yuille & Cutshall found that witnesses to a real robbery were not misled when asked misleading questions contradicting Loftus & Palmer/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/no use of specialist terms
- 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

/ eq. =equivalent wording

OWTTE = Or Words to That Effect

TE= Transferred Error