

Mark Scheme (Results) January 2007

GCE

GCE Psychology (6761-01)

1 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
 1 mark for each correct naming of the stage IF in the correct location. No marks for correct name in wrong location. Spellings may vary; credit where clear. Cannot gain credit for just writing 'operational' or 'operations' for ANY box/response. Cannot gain credit for just 'sensory' in first box, just 'pre' in second box, just 'concrete' in third box, or just 'formal' in fourth box. If more than one stage named in one box zero mark.

| Approx. Age (years) | Name of stage |
|---------------------|---|
| 0-2 | Sensorimotor/sensory-motor/sensorymotor/sensori-motor |
| 2-7 | Pre-operational/pre-operations/OP |
| 7-11 | Concrete operational/concrete operations/OP |
| 11+ | Formal operational/formal operations/OP |

AO1 = 4

(b)

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

1 mark per point/elaboration. Credit can only be given for the features of ONE stage (no ID mark). If features of more than one stage, credit best.

Only accept features that are typical to that stage.

Comparisons with other stages are accepted if the stage is immediate to the one identified; e.g. do not accept 'demonstrates object permanence' as a feature of the concrete operational stage.

Description of the stage should be how Piaget would describe the stage, no credit for detail that comes from other research e.g., Hughes, McGarrigle etc.

Description of a supporting study that examples the stage can gain max 2 marks for results/conclusion that clearly links to stage described.
 1 mark for a list of three or more features that are typical to the stage identified.
 Max 3 marks if stage described does not match stage identified.
 Max 1 mark for use of a relevant example used to illustrate a feature.

Possible Marking Points

E.g. Sensorimotor

Child lacks object permanence until between 6-9 months old so child assumes that the object removed has disappeared/eq;
The stage starts with the child being dependent on physical exploration and manipulation of the environment/eq;
Actions become more reasoned and less accidental at around 12 months/eq;
Child begins to represent objects mentally rather than having them physically present/eq;
Towards the end of the stage the child shows deferred imitation/eq;
Child is egocentric therefore unable to recognise others viewpoints/eq;

E.g. Pre-operational stage

Child is unable to perform mental operations and think logically or combine/separate ideas/eq;
Child centres on only one attribute and fails to recognise subclasses/eq;
Child is egocentric therefore unable to recognise others viewpoint/eq;
Child is unable to conserve as they fail to understand constancy despite a change in appearance/eq;
Child has animism as they think inanimate objects have feelings/eq;

E.g. Concrete operational stage

Child is able to perform mental operations meaning they can think logically and incorporate separate ideas/eq;
Child has ability to conserve and realise constancy in view of a change in appearance/eq;
Child loses egocentrism/can see from others viewpoint/eq;
Child can identify classes and subclasses as they decentre further/eq;
Child cannot yet perform formal operations which requires the use of abstract thought/eq;

E.g. Formal operational

Child is able to think in abstract terms as they can solve problems that are not being experienced/eq;
Child is able to considering many alternatives to an argument and form balance/eq;
Child can think hypothetically so can think about what they have not ever experienced/eq;
Child can solve transitivity tasks as they are able to consider problems logically/eq;
Child can consider and solve a problem systematically by testing hypotheses/eq;
Child can understand syllogisms in that they can put objects into hierarchies/eq;
Child can understand syllogisms in that all birds can fly/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 case consider Or Words To That Effect (OWTTE).

1 mark per evaluation point/elaboration of that point. The marks are for evaluating Piaget's theory not describing it. Evaluations of separate ideas within Piaget's theory can gain credit. If studies used to evaluate only credit findings conclusions and not descriptions of procedure.

Possible Marking Points

Piaget's tasks do not make sense to a child ✓ *Point*; Hughes found that children could decentre much earlier than Piaget when given a child friendly task ✓ *elaboration*/eq;

Vygotsky's theory does address how others aid learning/eq;

The concept of schema is well established and is supported by cognitive theories such as Bartlett/eq;

Often children are not naturally curious and this theory fails to account for individual differences/eq;

McGarrigle and Donaldson (1974) found that children can conserve at an earlier age than Piaget suggested/eq;

Baillargeon and DeVos (1993) found that children showed object permanence as young as three and a half months.

Research has found that Piaget's stages are universal across many cultures/eq;

Learning by self discovery is an effective way of learning which has been shown to work in schools.

Piaget's theory may be biased as it is based on research using his own children/eq;

Look for any other reasonable marking points.

AO2 = 5

Total 13 marks

2 (a)

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

1 mark for identification of one key assumption. Example can only gain credit once ID of a key assumption has been made. Example on its own cannot gain credit. if research used as example only credit results or conclusions. Elaborations in key assumption **two**, must be different to key assumption **One**, to gain credit for elaboration.

ID + Example = 2 marks
 Just ID = 1 mark
 Just example = 0 mark

Suitable examples: influence of individual, groups, culture, social roles, society, social norms.

Reject: role models.

(ID)

Possible Marking Points

Key Assumption One:

- E.g. The influence of individuals/groups on our behaviour/eq;
- Peers have an important influence behaviour, such as smoking, when we are adolescents/eq;
- Milgram's study demonstrated obedience to an authority figure/eq;

AO1 = 2

Key Assumption Two:

- E.g. How we behave in our culture is learned through socialisation with others/eq;
- Peers have an important influence behaviour, such as smoking, when we are adolescents/eq;
- Bronfenbrenner found Russian children to be more honest than British children/eq;
- E.g. implicit rules such as go to the back of the queue/eq;

(ID)

AO1 = 2

(b)

1 mark for each correctly placed tick. Ignore ticks (✓) that have been crossed out if clear. Ignore ALL crosses. One mark taken off for each extra tick:
 3 ticks = max 1 mark
 4 ticks = 0 mark

| Statement | Tick TWO only |
|---|-------------------------------------|
| Involves asking people questions to discover opinions and attitudes. | <input type="checkbox"/> |
| Is conducted in a situation where the behaviour being studied would naturally occur. | <input checked="" type="checkbox"/> |
| Involves tracking participants over a long period of time. | <input type="checkbox"/> |
| The independent variable is manipulated to test the effect on the dependent variable. | <input checked="" type="checkbox"/> |

AO1 = 2

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 case consider Or Words To That Effect (OWTTE). 4 marks for evaluation (not description) of a field experiment. 1 mark per point made/elaboration.

If a technical term is used e.g. ecological validity, it can gain 2 marks; 1 mark for correct use of term and 1 mark for correct explanation. Term on its own not creditworthy without explanation (explanation can gain mark without term).

Possible Marking Points

Field experiments are more realistic and so ecologically valid/eq;
Participants may be unaware of their participation so Behaviour is studied in the natural environment so results are more relevant to real life/eq; (*two marks*)

PP's may be aware of the participation so Demand characteristics are eliminated/eq; (*first mark*)

They are unlikely to behave in a different way as they cannot guess the aim of the study/eq; (*second mark*)

Participants may be unaware so cannot give their consent/right to withdraw/eq;

It is vulnerable to extraneous variables as the situation is not carefully controlled/eq;

Look for any other reasonable marking points.

AO2 = 4

Total 10 marks

3 (a)

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

1 mark per point/elaboration of evaluating case studies of brain damaged patients. Max 1 mark for evaluating case studies generally. Candidates can evaluate a case study of brain damaged patients specifically e.g. Clive Wearing. (Max 2 marks)

If a technical term is used e.g. generalisability, it can gain 2 marks; 1 mark for correct use of term and 1 mark for correct explanation. Term on its own not creditworthy without explanation.

Possible Marking Points

Only studies one unique individual/patient rather than a large sample therefore the results may be difficult to generalise (2 marks)/eq;
It may be difficult to isolate function as more than one part of the brain may be impaired/eq; (or reverse argument if qualified)
There may be ethical issues with using patients with cognitive impairments such as gaining informed consent/eq;
Case studies have depth and detail and therefore are valid/eq;
The anterograde amnesia suffered by HM was a consequence of surgery so the functionality of the hippocampus is far more accurate than accidental damage studies/eq;

Look for any other reasonable marking points.

AO2 = 4

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). **No identification marks.** 1 mark per point/elaboration for describing another method used in the cognitive approach. **No credit is given for case studies of brain-damaged patients.** Research method must be common to the cognitive approach.

1 mark available for a suitable example **ONLY IF MORE THAN IDENTIFICATION IS GIVEN**

Accept: Laboratory experiment, experiment, scanning techniques, CAT, PET, MRi, ablation, lesioning, interviews, animal experiments.

Reject: Field experiment, discourse analysis, content analysis, EEG, observation, questionnaire, surveys.

Possible Marking Points

E.g. Laboratory experiment

Variables are controlled to establish cause and effect/eq;
IV is manipulated and DV measured/eq;
It is carried out in a lab which is an artificial situation/eq;
Extraneous variables are controlled as much as possible/eq;

E.g. Scanning

There are three main types of scan; CAT, PET, and MRi/eq;
Brain is monitored and images are shown/eq;
Function is inferred and from this we can work out behaviours/eq;

Look for any other reasonable marking points.

AO1 = 3

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark for correct identification of each theory/model of memory. No credit for theories of forgetting. Identification does not need name AND model/theory. State and context dependant memory can be two theories but not dependant and state/context

Possible examples:

Multi-store model/dual process model (Atkinson & Shiffrin). (1968)
Levels of processing (Craik & Lockhart). (1972)
Working memory (Baddeley & Hitch). (1974)
Cue dependent memory (Tulving). (1974)
Reconstructive memory/schema theory(Bartlett). (1932)
Context dependant memory
State dependant memory

AO1 = 2

(d)

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

No marks for identification.

Marks are for evaluation points (AO2) not for describing theories. Evaluations of separate ideas within the theory can gain credit. No credit is given for evaluating a theory of forgetting.

Evaluation does not need to match identification in (3c).

Max. 3 marks if theory evaluated does not match theory identified.

Max. 1 for alternative explanations.

Possible Marking Points

E.g. Multi-store Model

Brown (1958) Peterson and Peterson(1959) found that blocking rehearsal resulted in poor recall/eq;
Glanzer and Cunitz (1966) research into the primacy recency effect found separate STM and LTM/eq;
Later research found different types of LTM stores/eq;
Much research has used words and digits in stimulus lists that may not be a realistic use of memory/eq;
Laboratory research may give an unnatural view of memory/eq;
The LOP suggest that memory is better seen as a byproduct of processing/eq;

E.g. Cue dependent memory

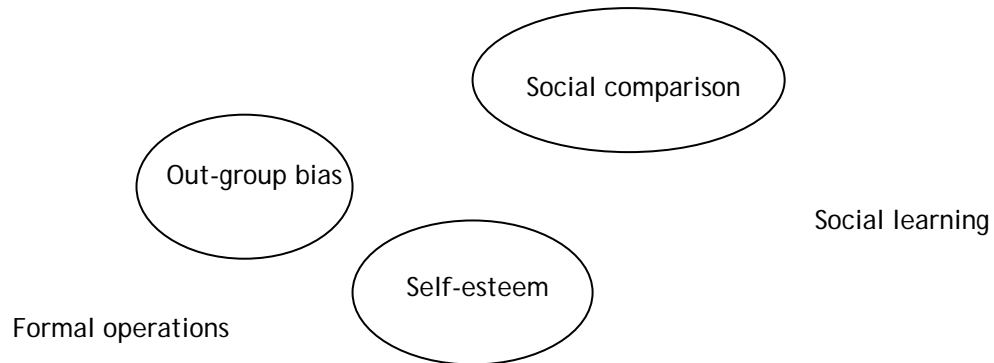
Abernathy (1940) found that recall was superior when it occurred in the same room as learning took place/eq;
Duka (2001) demonstrated that participants given alcohol on encoding and recall remembered more than in no alcohol recall conditions/eq;
Cue dependency has many practical applications such as used by the police to reinstate context and state to gain witness recall/eq;
It is difficult to establish the type of cue being used in recall studies, often they involve both state and context/eq;

E.g. Levels of processing. Myberg found that the brain is more active when info is being processed semantically/eq;
 Craik and Tulving found that words that were processed semantically were recalled better than words processed visually or acoustically/eq;
However their study lacks ecological validity as we are not normally required to learn and recall word lists (2 marks)/eq;
Multi-store suggests memory is purely about rehearsal /eq;

AO2 = 4
Total 13 marks

4 (a)

1 mark for circling each correct concept. Only accept circles and boxes.
Ignore circles that have been clearly deleted. If more than 3 circles zero marks.



AO1 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
1 mark for identification and 1 mark for every point/elaboration of description of one theory of prejudice up to 3 marks. The explanation of prejudice must have psychological merit. 1 mark for an explained suitable example / research.
Credit given for formation of prejudice and not for theories of prejudice reduction. No credit for social identity theory.

Accept:

Authoritarian personality (Adorno, 1950)
Realistic conflict theory (Sherif, 1966)
Frustration-aggression (Dollard et al, 1939)
Social Learning Theory

Possible Marking Points

E.g. Authoritarian personality/eq;

Result of authoritarian personality trait/eq;
Parents display authoritarian trait so personality is due to strict/harsh upbringing/eq;
Resentment towards parents is displaced on weaker groups/eq;
Is obedient and respectful of authority but hostile to weaker/eq;

E.g. Frustration-aggression hypothesis/eq;

People feel deprived of resource that they feel entitled to/eq;
Gap between actual resources and expected resources/eq;
Feelings of injustice lead to prejudice/eq;
e.g. LA riots occurred due to frustration felt against the police/ eq;

E.g. Realistic conflict theory/eq;

When groups are in conflict they become prejudiced towards one another/eq;

The conflict is a real experience that affects the situation and mood of the groups/eq;

Sherif (1961) Robbers cave study found that real competition between the boys groups led to hostility and prejudice/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 case consider Or Words To That Effect (OWTTE).

No mark for identification. 3 marks for description of psychological technique that reduces prejudice. If more than one way given then mark all and credit the best. Max. 2 marks can be given for use of psychological studies as long as the study is appropriate and the point is fully made.

Suitable Examples:

Equal status contact
Co-operation
Education
Experiencing Prejudice
Re-drawing group boundaries

Possible Marking Points

E.g. Equal Status Contact

Equal status contact reduces ignorance of previously avoided group/eq;
Equal status contact reduces outgroup bias/eq;
E.g. Deutsch & Collins (1951) found that integrated housing worked to reduce prejudice when compared to segregated housing/eq;

E.g. Co-operation

Co-operation reduces competition as achievement of goal benefits everyone/eq;
Common goals are superordinate/every member needs to work together/eq;
E.g. Sherif found that co-operation between the boys groups lessened hostility/eq;

E.g. Experiences Prejudice

Experiencing prejudice enables people to understand and experience being a member of the outgroup/eq;
Such programmes help us understand the nature and consequences of prejudice through experience/eq;
Jane Elliott's program of education led to adults having a working understanding of the ingroup/outgroup/eq;

Look for any other reasonable marking points.

AO1 = 3

(d)

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

Credit is for evaluation of any psychological technique(s) used to help reduce prejudice. 1 mark per point/elaboration. No marks for identification of technique(s).

Max. 3 if only one way evaluated.

Possible Marking Points

Contact is rarely equal and may simply reinforce stereotypes/eq;

Deutsch & Collins (1951) housing integration project did reduce racial prejudice as stereotypes were now reduced/eq;

Minards (1952) study of miners found that contact worked below ground but not above/eq;

Equal status contact alone may not work unless other conditions are satisfied (change in attitudes, common goals etc)/eq;

Robbers cave study (1961) confirmed that common goals served to reduce competition as the boys became friends/eq;

The jigsaw technique reinforces effectiveness of common goals/eq;

Forcing people to experience prejudice as a way of reducing prejudice, may be distressing for participants/eq;

Look for any other reasonable marking points.

AO2 = 4

Total 14 marks

- 5 (a) (i) 1 mark for correct identification of one study; name OR title of the study is acceptable identification.

Study must be from cognitive-dev approach. Where there is doubt (multiple studies by one researcher) the study must be clearly identified, e.g. do not accept Piaget or McGarrigle without identifying study clearly.

Examples:

McGarrigle & Donaldson (1974) naughty teddy study
Baillargeon & DeVos (1991) object permanence/carrot study
Hughes (1975) policeman doll study
Inhelder & Piaget (1958) pendulum task
Piaget & Inhelder (1956) Three mountains study
Bruner & Kenney (1966) visual to symbolic mode transition
Curtis (1977) Genie

There are others.

AO1 = 1

- (a) (ii) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
No marks for identification. 1 mark for each point/elaboration of point describing procedure/method of study, not findings or aim.

TE: If study described here is not the one given in a (i) max. 2 marks but must be cog. dev. Full credit can be given here if a (i) is blank as long as study is cog-dev and identifiable. If study described is the same as 5ai) but not cog-dev, zero marks.

E.g. Piaget & Inhelder Three mountains

Possible Marking Points

Child was shown a 3D model of three mountains one with a cross, one a snow capped peak and one a house/eq;
Child was asked to walk around model and a doll was placed in position opposite the child /eq;
Child was asked to pick a photograph that represented the dolls view and the Childs views/eq;

E.g. McGarrigle and Donaldson Naughty teddy

Possible Marking Points

80 participants between the ages of 4 and 6 years took part in both the Piagetian and naughty teddy conditions/eq;
Two rows of counters were presented and the one row was pushed closer together by an experimenter/ eq;
e.g. the child was asked whether there were the same number of counters in each row before and after the transformation/eq;
Two rows of counters were presented and one row was accidentally pushed together by a naughty teddy/eq;

Look for any other reasonable marking points.

AO1 = 3

(a)(iii) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
No marks for identification. 1 mark per point/elaboration of study results/conclusions drawn.

TE: If study here is not the one given in a (i) max. 2 marks. Full credit can be given here if a(i) is blank as long as study is cog-dev and identifiable. If findings are those of the study in a(i) but not cog-dev then zero marks.

Possible Marking Points

E.g. Piaget & Inhelder

Children in the pre-operational stage were more egocentric/eq;
Children aged 4 years often picked the photograph representing what they could see/eq;
Children aged 6 years showed some awareness of the dolls perspective/eq;
Children aged 7 and 8 years consistently picked the correct photograph/eq;

E.g. McGarrigle and Donaldson

In the Piagetian condition, only 16% (13) of children said that the same number of counters were in each row post transformation/eq;
In the naughty teddy condition 62% (50) of children said that there was the same number of counters in each row post transformation/eq;
Children in the pre-operational stage (age 4-6 years) were more able to conserve than Piaget had predicted/eq;

Look for any other reasonable marking points.

A01 = 2

(b)

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

No identification marks. 1 mark for each evaluation point/elaboration. If the study evaluated is not the one identified, then full credit can still be given as long as the study evaluation clearly identifies a suitable cog-dev study.

Possible Marking Points

E.g. Piaget & Inhelder

The task was too difficult for children to understand as it was complex and unfamiliar/eq;

The task required two abilities (mental rotation and alternate perspective)/eq;

Gelman found evidence that children as young as 4 simplify their speech to accommodate younger children which shows that Piaget underestimated children's ability to recognise others perspectives /eq;

Hughes argued that the task was not meaningful and disembedded from children's normal play/eq;

Hughes found that younger children could decentre/eq;

E.g. McGarrigle and Donaldson

Light (1986) questioned the accidental nature of the transformation, claiming that the children still believed the experimenter was responsible for the teddy and counters/eq;

The teddy could have distracted the children making the task difficult to complete/eq;

The use of a teddy was far more meaningful to children than using three mountains, making human sense to the children/eq;

The study used a repeated measures design which controls for individual differences in experience and ability between the children/eq;

Look for any other reasonable marking points.

AO2 = 4

Total 10 marks

6

| | |
|---|-------------------------|
| <p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). Candidates may present factors affecting EWT and/or research studies. All 4 AO1 marks may be achieved from a description of a single study e.g., Loftus and Palmer but no ID mark.</p> | |
| <p>Essay mark scheme:</p> | |
| 6 AO1 | 6 AO2 |
| 4 AO1 Subject content | 4 AO2 Subject content |
| 2 AO1 Clarity & communication | 2 AO2 Balance & Breadth |

Subject Content: Mark independently of B & C.

Possible AO1 points: research can include a description of both factors and/or studies

FACTORS

- Leading questions produce errors at recall because the witness is pushed to give a certain answer/eq;
- Time elapsed between event and recall has a deleterious affect on memory/eq;
- The more violent the crime the less accurate the recall of a witnessed event (Clifford and Hollin, 1981)/eq;
- Witnesses may focus on weapon used and therefore they miss other aspects of the event/eq;
- Cross racial identification is more inaccurate as familiarity affects perception of faces/eq;

Links to reconstructive memory gain credit.

STUDY - max. 2 marks for A M R C each (Full marks may be achieved from study description alone).

E.g. Loftus & Palmer (1974)

- A** To see if verb changes in a question affected the recall of the witnessed event/eq;
- M** Participants were shown car crash scene and asked to estimate speed in different conditions/eq;
- M** Some pps were asked 'smashed' 'contacted' 'bumped' 'hit' 'collided'/eq;
- R** The smashed group estimated care speed at 41mph compared to the contacted group at 32 mph/eq;
- R** The greater the implied impact the higher the speed estimated/eq.
- C** The verb change during questioning altered the original memory of the car crash/eq;
- C** Post event information alters memory when recalled/eq;

Look for any other reasonable marking points.

AO1 = 4

eq.= equivalent wording
 OWTTE = Or Words to That Effect
 TE=Transferred Error

Possible A02 points

Supporting/opposing research e.g., Loftus and Zanni found that changing a verb in a question altered participant recall of a broken headlight ('a' 'the')/eq;

Methodological critique of studies e.g., laboratory studies involve artificial situations which record unnatural recall of an incident/eq;

Practical application e.g., The cognitive interview has been used to improve the quality of witness recall/E-fits/whole face/police artists have been shown to increase correct facial reconstruction/eq;

Traumatic incidents may be better recalled and result in a flashbulb memory, therefore can in fact be more accurate/eq;

Look for any other reasonable marking points.

A02 = 4

Clarity & communication: mark independently of S & B and show total mark 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.

A01 = 2

Balance & breadth: Mark independently of S & C and show total mark for B.

- 0 Totally irrelevant response.
- 1 Adequate coverage of subject content/some irrelevancies/only one study considered.
- 2 Good coverage of subject content/minor irrelevancies.

A02 = 2

Total marks 12

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 =
