

6761/01

Mark Scheme Summer 2007

GCE

Unit 1 - 6761-01

1 (a)

One mark for each correct identification of true or false or T/F. Accept a tick (✓) as true and a cross (x) as false. No marks for more than one answer per statement/cell.

Statement	True or False
A survey is an in-depth study of a single participant.	False
Participants are watched in a natural environment.	False
Attitudes and beliefs are recorded using self-report procedure.	True

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). One mark for each evaluation comment and further marks can be gained for amplifying the comment.
 If technical term used e.g. demand characteristics, it can gain 2 marks; 1 mark for correct use of term and 1 mark for correct explanation. Term on its own is not creditworthy without explanation (explanation can gain mark without the technical term). Specific evaluations of interviews / Questionnaires should be credited.

Possible Points may include:

Surveys can find out information about attitudes and beliefs that cannot be gained by experimentation or observation/eq;

Participants may not answer honestly because they do not take it seriously and do not want the researchers to know their true beliefs/eq; (2 marks)

Participants may give socially desirable answers that are more favourable, acceptable or to look good/eq; (2 marks)

Answers may be a result of demand characteristics as it may be possible to guess from the questions the desired answer/eq; (2 marks)

Open ended questions are difficult and time consuming to interpret /eq;

Closed ended questions offer little opportunity for explaining the response/eq;

Unstructured interviews can provide much more qualitative in depth data/eq;

Look for any other reasonable marking points.

AO2 = 3

- (c)(i) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). One mark per point made (see double mark comment).
Examples can gain credit if they help the description of the definition.
(Max 1 mark)
No credit for tautology (e.g. Milgram demonstrated obedience in his study).
Do not accept 'obedience is to obey'. Ignore references to compliance / conformity

Possible Marking Points

Obedience is following orders/eq;
Orders are from an authority figure/eq;
Milgram's participants gave shocks when they were told to by an experimenter in charge of the study/eq;

Obedience is following orders from an authority figure/eq;

(2 marks)

Look for any other reasonable marking points.

A01 = 2

- (c)(ii) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). One mark per point made. Examples can gain credit if they help the description of the definition. **(Max 1 mark)**

Possible Marking Points

Individuals behave voluntarily/with freewill/eq;
They are aware of the consequences of their decisions/eq;
They take responsibility for their actions/eq;
Do not act as an agent for someone else/eq;
Some of Milgram's participants refused to give shocks/eq;

Look for any other reasonable marking points.

A01 =2

- (c)(iii) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). One mark per point made. Examples can gain credit if they help the description of the definition. **(Max 1 mark)**

Possible Marking Points

When we follow orders from an authority figure/eq;
The individual sees themselves as an agent of others/eq;
They defer the responsibility of their actions to others/eq;
Milgram's participants justified their actions by holding the experimenter responsible/eq;

Look for any other reasonable marking points.

A01 =2

- (d) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
All 4 marks are for evaluating ONE theory of obedience (1 mark per point/elaboration). If two or more theory evaluations presented, credit best. Supporting/opposing research must be explained for credit.
(Results / Conclusions)
Authoritarian personality is an acceptable theory if linked to obedience and not prejudice.
No marks for identification, but no penalty for not identifying theory to be evaluated.
If evaluation does not match identified theory (or if theory is not stated) evaluation can gain FULL credit as long as an appropriate theory is clear. If the theory of obedience being evaluated is not clear, then max 2 marks for any general evaluative comments that would work for a theory of obedience.

Suitable theories include: Agency Theory, charismatic theory, Social power, Reject S.I.T Realistic conflict theory.

Possible Marking Points:

E.g. Agency Theory

Milgram's own participants showed evidence of moral strain as they displayed signs of anxiety/eq;
The theory does not explain independent behaviour as 35% of Milgrams did not give 450V;
The theory is derived from laboratory studies which lack realism/eq;
The concept of agency is difficult to isolate and hard to test/eq;
Evidence of agency comes from real life events such as Vietnam soldiers stating 'I was told to do it' or Holocaust example/eq;
The circular argument - we are in agentic state as we obey; we obey because we are in an agentic state.

E.g. Charismatic leader

Geyer and Speyrer (1997) found a positive correlation between charisma of a manager and the productivity of Austrian banks/eq;
Milgram and Hofling/showed obedience occurs in the absence of a charismatic leader/eq;
It can provide an explanation of atrocities committed during the holocaust as Hitler was a charismatic leader/eq;
The theory is derived from real life studies which give them realism/eq;

E.g Social power

Milgram found high levels of obedience as the experimenter had legitimate power as he was an employee of Yale university/eq;
Milgram found lower levels of obedience when expert power was reduced by using a member of the public as the experimenter/eq;
When legitimate authority was diminished in the down town office block variation, obedience fell/eq;
Bickman (1974) found greater obedience to a request when dressed in a uniform/eq;
Look for any other reasonable marking points.

AO2 = 4
Total = 16

2 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). One mark for identification and a further two marks for amplification. No credit for key assumptions in any other approach than the cognitive approach. An example such as the multi-store model is not enough on it's own. Examples must add to the outline. **(Max 1 Mark)**
If more than one key assumption mark both and credit best.

Possible Marking Points:

Computer analogy/eq; (ID)
The brain is seen as similar to the hardware of a computer/eq;
Experiences we have are like adding software to a computer/eq;
Similar to a computer we input information, via our senses a computer does this via a keyboard/eq;

Information processing approach/eq; (ID)
We input information, process and provide an output/eq;
The multi-store model of memory receives, retains and recalls information from the memory stores/eq;
We receive information directly from our senses which is then processed resulting in behaviour (output)/eq;

Look for any other reasonable marking points. A01 = 3

(b)(i)

One mark per identifiable study from the Cognitive Approach. A study description should be recognisable and distinguishable from other studies for credit i.e., 'Loftus' leading questions study' could be any number of studies. Name or description of study can gain credit. Study must be in Cognitive Approach.

Suitable examples include:

Loftus and Palmer (1974) OR smashed/bumped/eq;
Loftus and Zanni (1975) OR Did you see 'a'/'the' broken headlight/eq;
Tulving and Pearlstone (1966)
 Craik and Tulving (1975)
Murdock (1962)
Bower (1969)
Bartlett (1932) War of the ghosts/eq;
Golden and Baddeley (1975) OR Deep Sea Divers
Aggelton and Waskett (199) OR Smelly Museum

There are many others A01 = 2

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

NO I.D. Mark

Credit should be given for results and/or conclusions drawn from the study only. No marks should be given for procedure or aims. 1 mark per point/elaboration of findings.

TE: If (bi) is blank/insufficient for identification but findings in (bii) are clearly identifiable as an appropriate study from the Cognitive Approach full marks can be given e.g. Loftus and Zanni.

If the findings described do not relate to a study stated in (bi) no marks are given.

If (bi) is incorrect (not cognitive) and the findings refer to (bi) no credit can be given.

Possible Marking Points

E.g. Craik and Tulving (1975)

R: 70% of semantically processed words were recognised/eq;

C: Thinking about the meaning of the word leads to better word recognition/eq;

C: The deeper the processing the greater the recall/eq;

E.g. Loftus and Palmer (1974)

R: The average speed estimate for smashed was 40.8mph/eq;

R: There was a 9 mph difference in speed estimate between smashed and contacted/eq;

R/C: The stronger the verb used the higher the estimate of speed/eq;
Information that was originally encoded is altered by misleading information when recalled/eq;

R: 32% in the smashed condition reported seeing broken glass a week later/eq;

E.g. Bartlett (1932)

R: After repeated reproduction, the story became shorter (330-180 words)/eq;

R: The story became more conventional Canoe was changed to boat on recall/eq;

C: Peculiar details were dropped as they were not consistent with cultural schema/eq;

E.g. Murdock (1962)

R: Words were more likely to be recalled from the beginning and end of the list/eq;

R: Words in the middle (asymptote) were less likely to be remembered/eq;

C: Words at the beginning of the list were transferred into LTM storage/eq;

Look for any other reasonable marking points.

(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 laboratory 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

Participants may alter their behaviour because the aim of the experiment can be guessed/eq;

(2 marks)

Participants are aware of their participation and therefore may show demand characteristics by changing their behaviour to conform to what they think the experimenter is looking for/eq;

The behaviour of the participant may be different to their behaviour in a natural situation/eq;

(2 marks)

The situation is artificial so the findings lack ecological validity in that they cannot be applied to real situations/eq;

The situation has good control over environmental and participant variables that might affect the results/eq;

(2 marks)

Control over extraneous variables makes the study replicable, making it easier for the findings to be confirmed by other researchers/eq;

Look for other reasonable marking points.

AO2 = 4
Total = 11

3 (a)

1 mark for each correct placement of the terms in the paragraph. Some slight variation in spelling is acceptable but term must be very clear.

Piaget proposed that cognitive development occurs in stages in which children's thinking in one stage is distinctly different to the previous one. The child is born with a set of innate reflexes that are represented mentally by the child's first schema. During the sensori motor stage, a child of around 8 months to shows object permanence. The child is still largely egocentric in the pre-operational stage. The child develops adult reasoning in the formal operational stage.

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 for identification. 1 mark per point/amplification made of another cognitive-developmental theory than Piaget. No credit for Piaget. Example from real life can gain credit (Max 1 Mark)

Possible Marking Points:

E.g. Vygotsky

Cultural tools are transmitted to help children understand their social world/eq;
Children learn through an interaction with peers/adults/through support (scaffolding);
Emphasis on the role of language in cognitive functioning/with language guiding thought/eq;;
Stages of language development (pre-intellectual, egocentric, inner speech)/eq;
What a child has the potential to do with assistance is depicted in the ZPD/eq;
The ZPD is the area of understanding that could be accessed but not yet understood/eq;

E.g. Bruner

Children are actively learning about their world through exploration/eq;
Bruner identified the cognitive representations of enactive, iconic and symbolic modes which represent understanding/eq;
The enactive mode represents the world through actions or muscle activity/eq;
The iconic mode represents mental images of experiences/eq;
The symbolic mode represents the use of language and figurative thought/eq;
Scaffolding involves supporting a child's learning until they are able to perform the task unaided/eq;
Look for any other reasonable marking points.

AO1 = 5

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
All 4 marks are for evaluation points only. 1 mark per point/amplification made.
Comparison points with alternative theories can gain credit. (Max 1 Mark)
If two or more theory evaluations presented, credit best.
Supporting/opposing research must be explained for credit.
(results / Conclusions)
No marks for identification, but no penalty for not identifying theory to be evaluated.
If evaluation does not match identified theory (or if theory is not stated) evaluation can gain FULL credit as long as an appropriate theory is clear.

Possible Marking Points:

E.g. Vygotsky

Peer tutoring and collaborative learning have been effectively used in education/eq;
Wood et al (1976) found that children offered varying degrees of assistance performed better when constructing a pyramid/eq;
Blaye (1991) found that children who were paired on a computer game outperformed those who worked individually/eq;
Vygotsky's emphasis on language as an important cultural tool compensates for what is lacking in Piaget's theory/eq;
Collaborative learning may be less useful as some children may social loaf/eq;
Places too much emphasis on culture which is reflected by lack of cultural variations/eq;

E.g. Bruner

Kuhlman (1960) found that older children were able to think symbolically and classify visual items (igloo, tent) as homes, whereas younger children were limited to iconic mode/eq;
Bruner and Kenney (1966) found largely only 7 year old children able to place the series of glasses in reverse order (transposition task)/eq;
Most of the tasks the theory is based on were artificial and lacked realism/eq;
Bruner places greater emphasis than Piaget on language as a way to develop symbolic thought/eq;
Bruner gives greater importance to culture than Piaget, believing that cultural skills are transmitted through social interaction/encourages symbolic thought/eq;
Bruner contributed to the development of the spiral curriculum/eq;

Look for any other reasonable marking points.

AO2 = 4

- (d) (i) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
- 3 marks** are for description of the longitudinal method. **1 mark** per point/amplification made.
Can gain **(Max 1 Mark)** for example if detailed/not just named.

Longitudinal studies are conducted over a long period of time/eq;
The same participants are used throughout the study/eq;
Any changes in behaviour are recorded usually using the same procedures/eq;
Longitudinal studies may use many methods, such as experiments, observations, interviews etc, throughout the course of the study/eq;
'child of our time' is a longitudinal study which follows children throughout their childhood/eq;

Look for any other reasonable marking points.

AO1 = 3
Total = 16

4 (a) (i)

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. One mark for each description point relating to the study (AMRC) max 2 marks for each. No marks for any of Milgram's variations / studies, or for any study not about obedience such as a study of prejudice.

Suitable studies Hofling; Zimbardo; Bickman
REJECT any studies of prejudice / conformity

E.g. Hofling et al (1966)

A: To see if nurses would risk harm to patients when given an order by a doctor/eq;

M: A field experiment involving 22 nurses/eq;

M: Nurses were asked to give twice the permitted dosage of a drug to a patient/eq;

M: Nurses were aware of the doctor, but had not seen him/eq;

R: 21 out of 22 nurses obeyed orders/95%/eq;

R: In a survey, 21 out of 22 different nurses said they would disobey/eq;

C: The majority of nurses did obey the orders of a doctor/eq;

E.g. Zimbardo (Haney, Banks and Zimbardo) (1973)

A: to examine the behaviour of people who are required to demand obedience/eq;

A: to examine obedience to prison guards in a simulated prison study/eq;

M: 24 psychologically and physically stable male volunteers were selected from responses to an advertisement/eq;

M: Participants were randomly assigned the role of prisoner or guard/eq;

M: Prisoners were stripped, deloused, given an identification number and bedding and guards were given uniforms, handcuffs, clubs and whistles/eq;

R: Guards became increasingly authoritarian and abusive/eq;

R: Before 36 hours one prisoner was released due to signs of depression/eq;

R: the simulation was stopped after six days due to pathological behaviours of prisoners/eq;

C: Given symbols of authority, the guards became abusive and demanding of obedience/eq;

C: Prisoner showed signs of apathy and deindividuation as a response to obedience/eq;

There are other studies

Look for any other reasonable marking points.

A01 = 4

- (a) (ii) Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
Two marks per weakness, one mark for identifying the weakness and a further mark for elaboration.
TE: If (ai) is incorrect but still a study in the Social Approach, a(ii) can get max 2 marks. If (ai) is incorrect and not a study in the social approach (aia) is incorrect and gets no credit. If (ai) is blank (aia) can gain FULL credit if study evaluation is identifiable and appropriate as a study of obedience other than Milgram in the social approach.

E.g. Hofling (1966)

The experiment had ethical problems (ID Mark)
as nurses were unaware and could have been distressed by being asked to harm a patient (second mark)/eq;

Obedience levels may have been increased as the task was to help, rather than hurt (ID Mark) another person.
This would account for the difference in findings compared to Milgram's study of obedience (second mark)/eq;

The nurses were unfamiliar with the drug, so would be unaware of its effects (ID Mark). Rank and Jacobson (1977) found lower levels of obedience when using valium which is a drug known to nurses (second mark)/eq;

Because a field exp. was used confounding / extraneous variables are difficult to control (ID Mark) nurses may have obeyed through tiredness (2nd Mark)

E.g. Zimbardo (1973)

The study caused distress to participants so is regarded as unethical (ID mark), however it was stopped earlier than expected due to the psychological reactions of participants (second mark)/eq;

Participants were aware of the study so may have changed their behaviour (ID Mark) acting out the role they were assigned or the expectations of the researchers (second mark)/eq;

The study lacks realism (ID Mark) as it was carried out in the basement of Stanford university (2nd mark)

There are other studies

Look for any other reasonable marking points.

AO2 = 4
Total = 8

5 (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.

1 mark for **identification** of an issue and 2 further marks for elaboration of the issue. Answer must clearly identify the actual issue e.g. no credit for 'hothousing' as this is not an issue in itself, the issue is whether or not it works.

Marks are for outlining the issue, not explaining it. Answer must identify the issue or debate. Max 2 marks if issue can be discerned but is not fully expressed.

If more than one issue mark all and credit the best.

Issues may include; hothousing, computer-aided learning, whole-class versus group learning, perception of pain.

Possible Marking Points:

E.g. Computer-aided learning

(ID)

Can computers aid learning?/eq;

There is controversy as computer software could substitute classroom learner making the teacher redundant/eq;

There has been growth and variety of computer aided learning packages in education to support online scaffolding/eq;

(ID)

E.g. Hothousing

Can learning be accelerated?/eq;

Hothousing involves accelerating cognitive ability beyond chronological age/eq;

Kumon maths is an example of an accelerated learning package for mathematics/eq;

Look for any other reasonable marking points.

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).

6 marks for explanation of the contemporary issue or debate using concepts from the Cognitive-developmental Approach. 1 mark per point made/subsequent elaboration of point.

IGNORE responses that do not correspond with the issue outlined in part (a). If (a) is blank and an appropriate issue is identifiable in (b) then (b) can gain credit up to full marks. If the issue or debate in part (a) is incorrect then (b) is incorrect.

Possible Marking Points:

E.g. Computer aided learning

Piaget would view computers as facilitating discovery learning/eq;
Understanding computer programming builds formal operational thought/eq;

Computer software acts as a form of scaffolding/eq;

Crook (1994) suggests that screen prompts act as scaffolding/eq;

Educational packages have programs that reduce the degree of scaffolding as the child becomes more able/eq;

Learning software assists movement through the ZPD/eq;

E.g. Accelerated learning

Piaget would view cognitive development as fixed to developmental ages/eq;

Children cannot perform logical or abstract tasks until the formal operational stage/eq;

Children must be cognitively ready to perform mental operations/eq;

Children cannot conserve until the age of seven years/eq;

Vygotsky states that children have the potential to develop through their zone of proximal development/eq;

Children are assisted by experts (peers/older siblings/teachers)/eq;

Children as young as two years show cooperative play (decentred) with older siblings/eq;

Fowler's (1990) accelerated language development programme found that by 24 months children were using sentences normally only achieved by 32 months/eq;

AO2 = 6
Total = 9

6

<p>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 of theory. 4 marks for a description of the theory and 4 marks for evaluation of the described theory. Credit generic evaluation points (supporting research is based on lab research which may not be a valid measure of everyday memory) If more than one theory mark all and credit the best. Only accept theories of memory, not forgetting. Cue dependent memory should relate to remembering rather than forgetting. Comparison with other theories (Max 1 Mark). Max 2 for diagrams if accurate and fully labelled</p>	
<p>Essay mark scheme:</p>	
<p>6 AO1</p>	<p>6 AO2</p>
<p>4 AO1 Subject content 2 AO1 Clarity & communication</p>	<p>4 AO2 Subject content 2 AO2 Balance & Breadth</p>

Suitable examples include Levels of Processing/LOP, Multi-store model/dual-process/two-process model, Reconstructive memory, Cue dependent memory, Working memory.

Subject Content: Mark independently of B & C.

Possible AO1 Points:

E.g. Multi-store model of memory (Atkinson and Shiffrin)

Information flows through a series of stores in which it is attended to and processed/eq;
 Sensory memory lasts a few seconds and holds a limited amount of information that is lost if not attended to/eq;
 Short term memory has a capacity of 7 +/-2 chunks of information that lasts about 20 seconds/eq;
 Rehearsal is necessary to maintain information in STM or transfer it to LTM/eq;
 Long term memory is potentially infinite in capacity and can last several minutes or a lifetime/eq;

E.g. Cue dependent memory

Tulving suggests that a cue is encoded with the original memory trace (encoding specificity principle)/eq;
 Memories are retrieved successfully from LTM because the appropriate cue is used when recalling the original memory/eq;
 State cues are dependent on the internal state of the person, such as mood, arousal, sobriety/eq;
 Context cues are dependent on external situation/environment/eq;
 Students driving past their old school may recall old memories due to ones present/eq;

Possible AO2 points may include:

Research evidence (supporting or opposing) should detail findings.
Applications of theory (e.g. cognitive interview).
Comparison with other theories.
Methodology of research evidence.

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;
Studies of amnesia patients have found different types of LTM stores/showing it to be more complex/eq;
Much research has used words and digits in stimulus lists that may not be a realistic use of memory/eq;
The LOP suggest that memory is better seen as a byproduct of processing/eq;

E.g. Cue dependent memory

Abernethy (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;

Look for any other reasonable marking points.

AO2 = 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 and specialist terms/some spelling mistakes.
- 2 Essay format/good use of appropriate and 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.
- 2 Good coverage of subject content/minor irrelevancies.

A02 = 2

At the end of the question 5 please total up as follows:

A01 = (out of 4)

A02 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =

Total = 12

TOTAL =