Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCE
PSYCHOLOGY (WPS01)
PAPER 1: Social and Cognitive
Psychology

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General Comments

In general candidates attempted all elements of this paper with there being very few questions left blank. Candidate's responses were generally good and consistent throughout the paper demonstrating knowledge and understanding across both social and cognitive psychology.

The majority of candidates attempted to apply their answers to the contextual questions with some success, illustrating their use of the A02 skill element. Some candidates did provide generic answers which limited the marks that they could access, especially in the smaller questions. Candidates would have benefitted from applying their answers clearly too either the stimulus material provided in the examination paper or areas within their course that the question directs the candidates towards.

Candidates at the lower end struggled to complete the A03 development needed for full marks. Candidates need to be clear that examiners cannot read into their answers and make assumptions about what they are writing about, they can only mark what candidates have provided. This became apparent in the longer questions which meant that some candidates could not access high band levels. Evaluation of theories would benefit from an improved focus on research studies and evidence to provide support for candidate's answers.

It should be noted that candidates need to understand what questions are asking to ensure that they give the responses expected rather than focusing on set evaluation points. Although evaluation through generalisability, reliability etc. is sometimes required, this is not always the case for all the questions across the paper. Some candidates therefore need to consider whether the question is asking about a theory or research study in order to answer correctly.

Paper Summary

Based on their performance on this paper candidate are offered the following advice:

- Candidates, when asked by questions, need to relate their answers carefully to stimulus or scenario material and embed this constructively into their answers. This will allow them to effectively use the A02 applied skill element of some questions.

- Candidates need to develop further A03 justification in some of their answers; this evaluative element of many questions needs further clarity and depth.

- Candidates would benefit from knowing the differences between theories and studies, at times confusion means one is substituted in an answer for the other.

- Some candidates have begun to master the most advantageous structure for level banding. Candidates need to develop this further ensuring that a balance/judgement/reasoned chain of arguments for example are embedded within answers.

Comments on Individual Questions:

Q01a

Question Introduction

Candidates produced many accurate and well developed open questions answers. Answers from candidates focused on many different areas of open questioning; comments about the different chapters, enjoyment of the psychology text book, recommendations they would make; amongst others. Some candidates did not link their answer to the context, therefore did not meet the question assessment requirements. At times some candidates did provide closed question responses which were not credible.

Examiner Comment

1   You have been asked to conduct a questionnaire into students' opinions of a psychology textbook.

   (a) State **one** open question that could be asked in your questionnaire.

   (1)

   Do you think this textbook is has useful information for your Psychology course? Explain your answer.

This response gained 1 mark overall.

The candidate clearly stated an open question with an additional justification reference at the end to ensure the mark was awarded. The candidate also clearly referenced in the contextual element of the question therefore avoiding a generic response and no credit.

Examiner Tip

When the question states a reference to stimulus material, candidates must ensure their answers reflect this requirement.

Q01b

Question Introduction

Candidates produced a variety of closed ended questions which were well developed and accurate. Answers from many candidates focused on either ending their question with yes/no or using Likert scale style questions. Some candidates answered with open questions which were not credible. Some candidates did not link the question to the context so did not meet the question assessment requirements due to providing generic non-contextual answers. At times some candidates did provide closed question responses which were not credible.

Examiner Comment

(b) State **one** closed question that could be asked in your questionnaire.

(1)

> Would you pick-up a paper from the floor if someone
> asks you to do so? ☐ YES   ☐ NO

This response gained 0 marks overall.

The candidate clearly states a closed question which is clarified with the end yes/no good practice format.   However, the contextual element is missing which means the answer does not meet the assessment requirements and scores 0 marks.

Examiner Tip

When the question states a reference to source material, candidates must ensure their answers reflect this requirement.

Q01c

Question Introduction

When it came to evaluating the questionnaire used in the practical, better candidates were able to identify a strength within the context and then elaborate with a clear justification of its use. Some exceptional answers were seen with an identification of a strength statement within the context and then referencing validity, reliability or an additional evaluative justification. Some candidates focused on quantitative data and qualitative data which they intertwined together in the same strength with reliability and validity; a clear use of one or the other here would have provided an accurate answer. There was clear evidence from many candidate answers that they understood strengths of questionnaires but did not always make their justification clear. A few candidates gave generic strengths of questionnaires which did not fulfil the question requirements in terms of A02.

Examiner Comment

(c) Explain **one** strength of using questionnaires in your practical.

(2)

> Questionnaires gather both qualitative and
> quantitative data. Qualitative data gathers
> information as in descriptive statements.
> Quantitative data gathers numerical values
> as information.

This response gained 0 marks overall.

The candidate clearly provides a description of the type of data a questionnaire can gather which is inaccurate as the question asks to, "explain one strength of using questionnaires in your practical". There is no reference within the candidates answer to the context provided in the stimulus therefore the A02 mark is inaccessible. In addition the candidate does not provide a justification of a strength, there is no reference to reliability of the data that could be gathered for example so the A03 mark cannot be awarded.

Q02a

Question Introduction
The better candidates were able to produce well developed full mark answers in which they clearly identified a relevant sampling technique and related it to their practical. Syllabus requirements specify that the social practical must involve a questionnaire therefore the candidates sampling technique had to have this contextual reference within its answer. Many candidates tended to focus on gaining students from their college or school in a free period or at lunch when focusing on opportunity sampling for example. Some students attempted stratified sampling and performed it well if they applied their answers to their practical context. A few candidates provided generic answers with no reference to the context of the social practical within their sampling description. Weaker candidates confused random and opportunity sampling or were genuinely unsure as to what random sampling was, but quite often attempted an answer.

Examiner Comment

2 As part of your studies of the social approach in psychology, you will have conducted a practical investigation.

(a) Describe the sampling technique you used in your practical investigation.

(2)

An opportunity sample because we used participants from the target population that were readily available at the time and were willing to take part. So, we used students in the study centre who had a free period, and gave them a questionnaire.

This response gained 2 marks overall.

The candidate clearly identifies a relevant sampling technique in this case opportunity sampling and goes onto explain it well. The second mark is awarded for the description of the sample within a given context of completing the questionnaire.

Examiner Tip

A clear link to the social practical giving it contextual reference would enable candidates to achieve both marks for this question.

Q02b

Question Introduction

Candidates at times struggled with the clarity of their answers in terms of this improvement question. Quite often they began with a weakness of their practical, making a limited and underdeveloped improvement suggestion at the end. Those candidates who gained three marks clearly identified an improvement and went on to explain what they would do and how it would impact on the results found.

A few candidates provided improvements for other practical tasks, these tended to refer to laboratory experiments or observations. The question and source clearly specify the social practical. Most candidates attempted to address the requirements of the question. Some candidates stated more than one improvement which meant they did not focus fully on what the question specified.

Examiner Comment

(b) Explain **one** improvement you could make to the procedure of your practical investigation.

(3)

One improvement that could be made is the sample size. We used only 10 participants in conducting the experiment therefore it lacks population validity. Increasing the sample size would increase the generalisability of our experiment and therefore increase population validity.

This response gained 2 marks

From the beginning the candidate is referring to an improvement. They state clearly that they will improve the sample size due to only using 10 participants. The second mark is awarded for justifying the improvement in terms of generalisation/population validity. Additional clarity was needed about the sample to justify a third mark being awarded to this candidate.

Q03

Question Introduction

Many candidates were able to give a good explanation of agency theory in terms of the agentic and autonomous state. A limited amount of candidates referenced in these terms but gave inaccurate explanations or mixed them up with each other. Some candidates failed to develop their answers beyond the aspects of agency theory omitting areas relating to moral strain

for example. The question asked for a justification of how effective agency theory is in accounting for obedience to authority which some students did attempt. This tended to be the more limited part of the candidates answers with only a few clearly mentioning justification or evidence to develop their answers - for example, Milgram's studies or applied areas. It was evident that candidates clearly understood this theory but some struggled to consider the relevant challenges to it. When candidates did apply a justification those candidates who developed their answers further applied them well to the question making sure that the key knowledge was embedded so avoiding generic statements.

Examiner Comment

> 3   Agency theory suggests that individuals will obey instructions from someone they perceive to have authority over them.
>
> Explain how effective agency theory is in accounting for obedience to authority.
>
> Agency theory suggest that people have 2 states. One is agentic state this is when we act as an agent of others not following our own free will.
> Autonomous state is when we act at our own free will.
>
> Agency theory state that when we are shifting more towards the agentic state, moral strain occurs. Moral strain is when we do what we are told but not willing to do it as you know that it's wrong, its against your moral.
>
> People obey to authority as the authority is in an autonomous state. They have the legitimate power over the person that is in the agentic state.

This candidate scores 2 marks.

They clearly understand agency theory. They explain the term agentic state and attempt a description of the autonomous state. An accurate description of moral strain gains the second A01 mark. Unfortunately, the candidate fails to justify how effective the theory is in terms of evidence from Milgram's studies, a suggestion of location or other factors that may have an influence. There is an attempt with legitimate authority but this is to underdeveloped to be awarded any marks.

Examiner Tip

Candidates when asked need to develop clear justification of their answers from areas they have learned in their course.

Q04

Question Introduction

On the whole, candidates showed limited knowledge and understanding of both Yi Huang et al and Huan et al's study, either not answering the question at all or responding with irrelevant information about conformity. When candidates attempted an answer they mostly focused on the procedure element of the study, although some did add in results and other aspects not asked for in the question. Both studies were answered well by some candidates, focusing on clear and accurate procedural criteria. Haun et al (2014) study was well described in terms of sample, rewards and apparatus. Yi Huang et al (2014) study answers tended to focus on descriptions of the photographs used and rating scale. A few candidates expressed their answers in exceptional depth writing more than the question warranted.

Examiner Comment

Describe the procedure used in **one** of these studies.

Name of study Haun et al (2014), children conform to the Behaviour of Peers; other Great Apes stick with what they know.

In the study 18 children, 12 chimpanzees and 12 orangutans were used. The procedure involved three coloured sections into which balls could be inserted and rewards dispensed. The participants were allowed to interact with the boxes until they used the assigned coloured section 8/10 trials. Then the participants had to watch 53 demonstrators interacting with the boxes. They put balls into the same sections in both trials and rewards were dispensed. The balls were handed to the demonstrators only when the participant was looking, or it was repeated. After a break the participant were handed 3 balls and had to interact with the coloured sections. The responses were coded 'switch', if they changed their choice of box, 'stay', if they retained with their option and 'other', if they chose the 3rd option. Then 2 individual coders coded their responses through video. **(Total for Question 4 = 3 marks)**

This response gained 3 marks.

Clearly the candidate knows this study well and has spent time learning accurately the key elements. They accurately identify the sample in addition to key procedural areas, equipment used and conditions that take place throughout the study. There are at least 3 clear accurate points made which meet the requirements of the question.

Examiner Tip

Ensure that candidates are clear on the differences between the studies and theories they are learning about.

Q05

Question Introduction

Candidates generally answered this question well demonstrating that they understood the term and mathematical formula for working out the mean. Most candidates read the requirements of the question in putting answers to 2 decimal places. A few candidates confused the working out of the mean and median and gave results for the median, resulting in 0 marks being awarded.

Q06

Question Introduction

Some candidates produced accurate and well developed answers focusing on the question of whether the minority can socially influence groups. These answers focused on theory elements of behavioural style, flexibility and informational social influence in addition to developing their answers with competing arguments. A few candidates were able to produce well-developed and logical assessment answers which reflected competing arguments which were balanced.

Many candidates could not produce this balance of arguments which result in a limited accessibility to Level 4. Some candidates focused on describing and evaluating Moscovici study and not his theory, it is worth noting that candidates need to read the question carefully and consider what it is expecting them to write about. Many candidates went onto discuss "GRAVE" in their answers, considering the reliability etc. of the study undertaken by Moscovici rather than his theory.

Candidates would have benefitted from additional evidence from other researchers and not just from the Moscovici (1969) study to elaborate their arguments which would have allowed them to access higher level marks.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus assessment and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of Moscovici's theory. This A01 knowledge was displayed in a well-developed assessment containing logical chains of reasoning throughout the candidates answer, not just in the second part. This therefore allowed these candidates to demonstrate an awareness of the significance of competing arguments throughout their answer, allowing them to provide a balanced judgement.

Examiner Comment

6 Moscovici (1976) claimed that a minority can exert social influence over a majority group. He argued that there are several characteristics necessary for minority influence to be successful and that minority influence creates conversion not conformity.

Assess Moscovici's (1976) theory that a minority can socially influence groups.

(8)

Moscovici conducted a study with the aim of investigating ~~where~~ whether a consistent minority is able to infleunce the majority. He had 192 women who were divided into groups containing 2 confederates and four participants. Participants were shown 36 different shades of green and asked to state aloud the colour they saw. In the first part of the experiment the two confederates had answered green for each of the 36 slides. In this case they were totally consistent. In the second part of the experiment, they had answered green 24 times and blue 12 times. In this case they were totally inconsistent. The results of the study showed that a consistent minority was able to infleunce the majority (8.4%) than an inconsistent minority (1.25%).

Moscovici states that minorities are able to exert infleunce majority groups but not always. Only if they are consistent and flexible. Bringing out a consistent message means that the minority are being very confident in their message and that this will have to be noticed by the majority who would have their norms being challenged.

There are also certain behaviours ~~than~~ that a minority group could exhibit in order to infleunce majority groups. If the minority groups ~~be~~ bring out very stern and flexible there could be chances where the majority would engage in thinking whether they should support the minorities. They would be engaging in ~~superficial processing~~. Systemic processing. ~~If~~ If they do not think much about the views being put forward by the minority, then they engage in superficial processing.

This response gained Level 2 - 3 marks

The candidate is clearly aware of the topic material being asked for by the question in terms of how a minority can socially influence a group. Unfortunately, the candidate may have confused Moscovici's theory and study and begins with a description of the study without providing A01 knowledge of his theory. There is reference in the second part of the answer to flexibility as being important in a minority influencing a group but there is no other clear consideration of other elements of Moscovici theory for higher marks. The stimulus at the top of the question does provide some additional support for students in terms of the question, however the candidate does fail to pick up on this and develop it further in their answer.

Q07a

Question Introduction
Candidates answers were mostly accurate but at times underdeveloped. Some candidates mixed up the IV and DV, resulting in 0 marks being awarded. In addition, a few candidates stated the learning environment, not the recall environment which resulted in 0 marks being awarded. Many candidates fully operationalised their answers producing accurate statements of the independent variable.

Examiner Comment

7 A researcher studied the effect of environmental context on memory. He gave a group of nurses a list of 20 words to learn in the hospital environment and then asked them to recall the words in the hospital environment. The following week he gave the same group of nurses a different list of 20 words to learn in the hospital environment and then asked them to recall the words in a school classroom.

(a) Identify the independent variable in this study.

(1)

The environment in which the nurses were asked to recall the words.
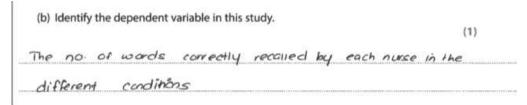
This response gained 1 mark.

The candidate identifies clearly the Independent variable for this study.

Q07b

Question Introduction
The dependent variable was well answered by most candidates. A few candidates mixed up the DV with the IV resulting in 0 marks being awarded. Some candidates stated minimal dependent variable reference for example, "words recalled" which lacked accuracy.

Examiner Comment

> (b) Identify the dependent variable in this study.
>
> (1)
>
> The no. of words correctly recalled by each nurse in the different conditions
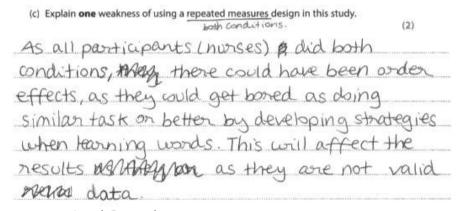
This response gained 1 mark.

The candidate identifies clearly the dependent variable for this study.

Q07c

Question Introduction

A lot of candidates were aware of the weakness of order effects in terms of the repeated measure but failed to apply this correctly to the question; therefore providing a generic weakness which reduced access to full marks. Those candidates who did apply their answers correctly to the context of the nurses in the hospital produced for the most part a fluid reference to the setting and an evaluative element. Some candidates fell short of this producing the applied aspect of the A02 in this question, to order effects for example, but did not develop this further; for example, would reduce the reliability of the results. This was an example of the justification of the weakness needed for the second mark. Other weaknesses of repeated measures design were used well by some candidates.

Examiner Comment

> (c) Explain **one** weakness of using a repeated measures design in this study.
> both conditions.
> (2)
>
> As all participants (nurses) did both conditions, there could have been order effects, as they could get bored as doing similar task or better by developing strategies when learning words. This will affect the results as they are not valid data.

This response gained 2 marks.

There is a clear reference to order effects in the context of the stimulus material, therefore meeting the requirements of the A02 skill. The candidate then goes onto develop the second part of their answer with a justification; although quite basic it does receive a mark.

Examiner Tip

Candidates need to ensure that they contextualise their answer when asked by the question and always develop the justification/exemplification element

of any explain question. This will ensure candidates have access to full marks.

Q07d

Question Introduction

Most candidates were able to attempt this question with many getting the significance result correct. Better candidates were able to develop their answer with a justification in terms of the calculated value. Candidates who failed to complete this answer may have been unaware of the means to work out the significant result.

Q07e

Question Introduction

There was a range of candidate answers across this question. Most candidates were able to provide a basic understanding of $P \leq 0.05$ in terms of 5%, due to error/chance without much additional development. Many candidates responded with information about the critical value which was not being assessed on this occasion. Candidates should be aware that the stimulus needs to be considered in their answer to gain full marks for their response.

Q07f

Question Introduction

The majority of candidates were able to work out an accurate percentage value for both participant A and participant B. A few candidates did not attempt this question.

Q08a

Question Introduction

On the whole, candidates demonstrated their knowledge of the features of Working Memory, accessing the marks allocated. Features included central executive, phonological store/loop, articulatory loop, episodic buffer, visuo-spatial sketchpad, amongst others. Some candidates identified features of the Multi-Store Model of Memory, obviously confusing the two theories. A few candidates went onto describe the working memory model without identifying a clear feature within their answer which resulted in no marks being awarded.

Examiner Comment

8 (a) Identify **one** feature of Baddeley and Hitch's (1974) working memory model.

(1)

The Central executive

This response scored 1 mark.

The candidate clearly identifies a central feature of the Working Memory Model of Memory.

Q08b

Question Introduction

Accuracy of knowledge of working memory was evident in many responses to this question. Most candidates who answered in terms of working memory model were able to give some accurate knowledge of the model itself, however this was not always transferred in terms of explaining the stimulus. It was noted that many candidates confused the slave systems roles and what they actually performed in terms of processing. A few candidates were able to apply the model clearly to the stimulus in terms of the phonological loop being a temporary store of verbal information which means that information from the teacher would be lost as writing prevents rehearsal. A few candidates provided an explanation of the multi-store model of memory and explained in relation to the stimulus – they were awarded 0 marks as the question clearly stated for an explanation of the working memory model.

Examiner Comment

(b) Baddeley and Hitch (1974) proposed the working memory model as an explanation of short-term memory function.

Explain, using your knowledge of the working memory model, why it could be difficult to listen to a teacher speaking and write study notes at the same time.

(4)

This would be an example of multi-task. When the teacher is speaking this would be considered as short-term memory but as known short-term memory lasts for a maximum of 15-30 seconds and has only 5-9 slots available. As new information enters, the old decays through ~~displaced~~ displacement as the older information gets pushed up. out.

This response scored 0 marks.

The candidate has confused the two models of memory and explains the multi-store model instead of working memory model so cannot access any marks.

Examiner Tip

Ensure that candidates are clear on the features of the different models of memory and when asked can identify which one the question is focusing on.

Examiner Comment

(b) Baddeley and Hitch (1974) proposed the working memory model as an explanation of short-term memory function.

Explain, using your knowledge of the working memory model, why it could be difficult to <u>listen to a teacher</u> speaking and <u>write study notes at</u> the same time.

(4)

According to Baddley and Hitch, the short term memory was composed of two slave systems: the ~~photo~~ phonological loop and visuospatial sketch pad. The phonological loop composed of the 'inner ear' which is auditory processes and the 'inner voice'. Since both these processes were composed in one slave system, ~~it~~ they cannot simoultaneously work together. Since retrieval, processing, selection and storage one one process ~~to~~ eg auditory is hapenning simoultaneously with selection and storage of the other. The capacity is hence limited.

This response scored 2 marks

The candidate refers to phonological loop composition and goes onto elaborate this feature of the working memory model, explaining accurate knowledge of the model. The candidate does not explain their answer in terms of the stimulus material clearly enough to gain any additional marks which results in a maximum of 2 A01 marks being awarded.

Q08c

Question Introduction

On the whole, candidates were able to access A01 marks showing an understanding of strengths and weaknesses of the working memory model. Answers were generally limited to comparisons with multi-store model in terms of it being a better explanation of memory because it focused on LTM as well, but at times these were underdeveloped for 2 full marks; specifically the development of the A03 justification.

Some candidates at times struggled in providing an accurate understanding of the strength/weakness and then being able to justify or provide an example of the strength/weakness. As with previous questions some candidates provided strengths and/or weaknesses for the multi-store model of memory which is not the model the question specifies. When candidates

did provide full mark answers they were accurate and well developed covering both skill areas well.

Examiner Comment

(c) Explain **one** strength and **one** weakness of the working memory model.

(4)

Strength

There is alot of empirical evidence about the 2 Slave Systems (research) So it is a Convincing and more detailed explanation about the STM Compared to the Multi-store model by Atkinson and Shiffrin.

Weakness

The Central excecutive is the most Important yet we know the least about it. Also the working memory model Cannot be falsified.

This response scored 2 marks.

The strength gains 1 A03 mark for its reference to the working memory being a more detailed account of the STM than the multi-store model of memory. The A01 mark concerning the sub slave systems also gains a mark, it is weak but it does provide enough detail alongside the A03 justification. The weakness scores 0 marks as there is not enough A01 or A03 clarity for either mark in terms of an accurate understanding of a weakness or justification of it.

Q09

Question Introduction

Some candidates demonstrated good knowledge and understanding of Bartlett's War of the Ghost classic study, evidencing aspects of procedure, sample, time frames, and controls amongst other credible A01 areas. At times there were inconsistencies in the recall of knowledge parts of candidate's answers leading them to be placed in lower bands. Sometimes candidates also confused knowledge of Bartlett's War of the Ghost classic study with other studies taught within their course. From these candidates would benefit from learning thoroughly the key elements of their main studies therefore being able to describe them accurately and avoiding confusion with other studies. A few candidates only produced answers with knowledge areas without reference to evaluation elements of the study; the question clearly asks candidates to evaluate the study not just describe it.

There was a clear pattern forming in the structure of answers for many candidates with them first describing the study and then evaluating it. This for some resulted in an imbalance of evaluation elements of the study with generic statements about sampling, a lack of standardised controls and use of the same story for replication purposes being written about. Candidates who produced knowledge and evaluated it throughout provided mostly logical chains of reasoning and balanced arguments focusing of the question requirements, thus allowing them to access higher level marks. Many candidates remained in level 2/3 due to the fact that although candidates evidenced A03 criteria, they did not elaborate on the information presented.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus evaluation and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of Bartlett's War of the Ghost classic study. This A01 knowledge was displayed in a well-developed and logical evaluation, containing chains of reasoning throughout their answers, not just in the second part. This therefore allowed these candidates to demonstrate an awareness of competing arguments, allowing them to present a balanced conclusion.

Examiner Comment

9   In cognitive psychology, you will have learned about the following classic study in detail:

· **Bartlett (1932)** War of the Ghosts.

Evaluate Bartlett's (1932) War of the Ghosts classic study.

(8)

Bartlett (1932) presented ~~a group of~~ the story of the War of Ghosts to a group of English participants. As the story was ~~an unfamiliar one for the~~ an American folk tale, the participants were very unfamiliar with the story. The participants were asked to read the story twice. They were then asked to recall the story as they remembered after hours, days, weeks, months etc. Bartlett found that certain details were added to the story (due to confabulation) & that certain details were omitted from the story (due to rationalization). He therefore concluded that ↑ our memory is not like a tape-recorder; that our memory is subjected to reconstruction due to our schemas (frameworks of knowledge based on our past experiences).

The study lacks generalisability & population validity as the sample contained British individuals. This makes it hard to apply the findings to other populations (such as individuals from other countries / races / ethnicities etc.)

The procedure of the study was standardized to all participants. For instance, Bartlett made sure that all participants read the story twice before recalling it. Because of this, it is replicable to a certain extent. However, it is not reliable, as we cannot be sure that we would recieve the same results from a different sample.

The findings of this could be applied to real life - eye witness testimony is said to be unreliable as the memory is subjected to change over time.

The task validity of the study is not very strong, as recalling a folk story is not a day to day activity. Because of this, the study lacks mundane realism, therefore, lacks ecological validity.

The privacy & confidentiality of participants were maintained as their names were never revealed to the public. Deception was never used in the study, so it could be said that Bartlett received fully informed consent from his participants.

All in all, it could be said that Bartlett's study produced results, which have the potential to be applied to real life situations.

This response scored Level 3 - 6 marks.

The candidate demonstrates an accurate understanding of Bartlett study, although it is not thorough as key elements are missing; some, although not all, of which do appear later in the candidates answer. This results in Level 3 being awarded in terms of A01 knowledge and understanding. The candidate does successfully develop mostly coherent evaluation elements, adding in additional A01 detail as they begin to evaluate the study itself.

For example the answer part way through refers to population validity being reduced due to only using British participants; a clear weakness of the study. The candidate then goes on to write about a strength of the study being standardised to all participants which has an A01 focus within the answer and is developed in terms of reliability. This development of A01 and A03 shows that the candidate can demonstrate competing arguments which are mostly coherent.

Additional evaluation points are proposed and for the most part are coherent; the candidate would have benefitted from a more balanced conclusion and an additional awareness of A03 evaluative terminology which at times is not fully elaborated. Nevertheless, the candidate does successfully address both skill elements within their answer.

Q10

Question Introduction

Many candidates began this question in terms of using their knowledge of the multi-store model of memory, focusing on elements of the STM, LTM and rehearsal. They focus on the capacity, duration and encoding of the different memory stores, where written about fully by a few candidates, showing a thorough knowledge of the different memory stores and the overall model itself. There were some candidates who omitted key elements of the model and limited themselves straight away to lower mark levels.

Candidates were also successful in linking their knowledge of the multi-store model of memory to the context; there were clear examples throughout many student answers of the candidate's awareness of how the model works in terms of application to Mrs Hughes and her memory problems. When done well by some candidates this showed that they could integrate the stimulus material into their answers with success.

Candidate's responses to the effectiveness of the multi-store model varied in strength with few candidates achieving top level 4 marks due to a lack of logical evaluation and discussion of competing arguments. Issues tended to arise with application of A03 knowledge where candidates did not always elaborate on the points being made, presenting in a factual way rather than evaluative. A few candidates were able to provide accurate knowledge of the multi-store model of memory, integrating this into the stimulus material and evaluating in terms of evidence, studies and logical chains of reasoning; these candidates were able to access level 4.

As a level based question it is important to note that an A01/A02/A03 response was required which needed to demonstrate an equal emphasis between knowledge and understanding versus evaluation and conclusion. Those candidates who scored highly on all three skills were able to demonstrate accurate and thorough knowledge and understanding of the multi-store model of memory. This A01 knowledge was then supported through sustained application to the context of Mrs Hughes, demonstrating their ability to integrate and synthesise the relevant knowledge from the model. These candidates were also able to display a well-developed and logical evaluation, containing chains of reasoning and an awareness of competing arguments. This therefore allowed for a balanced conclusion and level 4 marks.

Examiner Comment

Answer the question in this section. Write your answer in the spaces provided.

10 Mrs Hughes is 74 years old and has recently been struggling to remember day-to-day information for more than a minute, for example what the date is. However, she is able to remember events from the past, like her wedding day. Her memory loss is causing her to struggle with everyday tasks. Mrs Hughes's family visit a doctor to help her with her memory loss.

The doctor knows that the multi-store model of memory (Atkinson and Shiffrin, 1968) has been used in practical applications to help people with memory loss.

Evaluate how effectively the multi-store model of memory can help Mrs Hughes cope with her everyday tasks.

You must make reference to the context in your answer.

(12)

The Multi-store model includes the sensory register, the short term memory store and the long-term memory store. The sensory register is used to register our senses. It encodes ~~stores~~ information on senses according to the type of sense. Whether visual, auditory, haptic, olfactory or gustatory. Information is stored between a range of 50 milliseconds to a few seconds. Maximum capacity would be 3-4 slots. ~~As memory~~ the sensory register rids of information through decay. The short-term memory store, However, has a duration of about 15-30 seconds with a capacity of 5-9 slots. As new information is filtered in, old information gets pushed out and this is decay by displacement. transfer from sensory register to short-term memory is carried out by rehearsal where it is repeatedly processed. In short-term memory encoding is usually auditory or visual. However once again transfer from short-term memory to long term memory could be caused by rehearsal. Long-Term memory has a capacity that is potentially limitless with a duration of potentially a lifetime. Long-term

memory is mainly used ~ semantically. ~~Its that cost~~.

Although, In this case, since Mrs. Hughes is struggling to remember day-to-day information such as the date is because her short-term memory is not intact however, sue remembers past events such as her wedding. Similarly, the case of HM, Henry Mollaison, another man who had issues with remembering things. In his case, the hippocampus ~ in his brain was accidentally removed and this was found to have effect on memory. So ~ relating to the case of HM, Mrs Hughe may also have a ~~defect~~ faulty error in her hippocampus. The removal of it caused HM to forget his day-to-day activities and even normal daily ~~procedures~~ procedures. He needed help with walking and all other basic processes of life.

Relating to Mrs. Hughes once again, it is only her daily procedures and activities that she does not remember which suggests that only her sensory register and short-term memory do not function accurately.

This response scored Level 2 – 5 marks.

The candidate demonstrates some accurate knowledge and understanding of the multi-store model of memory in the first part of their answer. There is a description of the memory stores, reference to the capacity, encoding and other elements which gives the candidate access to Level 3 marks. The second part of the essay shows the candidates argument to occasionally link to the context of Mrs Hughes which is at times well developed.

The candidate is also able to present a piece of evidence to support and develop their application further with reference to HM, indicating its effectiveness – although not explicitly. There was also some development of evaluation and conclusion towards the end of the answer.

If the candidate would have continued their answer along these lines by integrating the knowledge they had proposed with the A02 application to Mrs Hughes and evaluation elements of A03 to additional ideas they would have been able to achieve higher. A lack of A02 and A03 limits this candidate to level 2.

This is a good example of the errors some candidates are making in the longer essays on this paper with the A03 skill. This particular candidate needed to elaborate on this element in addition to suggesting whether the multi-store model of memory is an effective model in explaining Mrs Hughes issues.