

Psychology

Answers and commentaries

A-level (7182)

Paper 1: Introductory Topics in Psychology

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

Contents

The below content table is interactive. You can click on the title of the question to go directly to that page.

Extended writing: 16 mark questions	3
Short answer questions: 2 marks	30
Application questions: 4 marks	36

Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

Extended writing questions

Question 4

Describe how situational variables have been found to affect obedience. Discuss what these situational variables tell us about why we obey.

[16 marks]

Mark scheme

Marks for this question: AO1 = 6, AO3 = 10

Level 4

Marks: 13–16

Knowledge of how situational variables affect obedience is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.

Level 3

Marks: 9–12

Knowledge of how situational variables affect obedience is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.

Level 2

Marks: 5–8

Limited knowledge of how situational variables affect obedience is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.

Level 1

Marks: 1–4

Knowledge of how situational variables affect obedience is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.

Marks: 0

No relevant content.

Possible content:

Knowledge of procedure and/or findings of research into the effects of:

- proximity – Milgram – teacher and the learner were in the same room, obedience decreased; touch proximity condition; experimenter leaves the room issues order over the phone, obedience decreased
- location – Milgram – run-down office block vs Yale; Hofling hospital location
- uniform – Bickman – more likely to obey a man dressed as a guard. In Milgram's experiment the experimenter wore a grey lab coat.

Possible discussion:

- analysis/discussion of factors in the context of explanations: eg uniform as a visible sign of authority, location/setting makes authority seem more/less genuine (legitimacy of authority)
- decreased proximity to authority figure meant that participants returned to a more autonomous state (agentic state)
- discussion of relative power of factors, eg in Hofling study, 21/22 obeyed even though orders were given over the phone (so legitimacy of setting more important than proximity)
- discussion of alternative theories, eg authoritarian personality (Adorno) suggests that dispositional factors are more influential than situational variables
- methodological evaluation of studies/evidence if made relevant to discussion of the factors/why we obey, eg field studies such as Bickman may have more relevance than lab studies in this context
- Mandel's (1998) analysis of the ecological validity of Milgram's research
- Orne and Holland (1968) Milgram variations were contrived and even more likely to trigger suspicion in participants.

Credit other relevant material.

Student responses

Response A

Milgram (1966) carried out variations of his original obedience study in order to investigate the effect of different variables on obedience towards a destructive authority figure. The first variable that was changed was proximity. When the experimenter and the participant were in separate ~~labs~~^{rooms}, obedience dropped from 65% (original study) to 40%. When the experimenter forcedly placed the learner's hand on the electric shock plate, obedience dropped to 30%. The second variable to be changed was location, when Milgram found obedience dropped to 47.5% when the experiment took place in a run-down building. The final variable to be changed was uniform. When the experimenter wore normal clothes, instead of a lab coat, obedience was found to drop to 20%.

One advantage of the situational variables is that it has led to the development of explanations of why people obey. Legitimacy of authority is when people believe an authority figure should be obeyed due to

their high position in the social hierarchy, meaning that they have the right to punish people (e.g. police officers). Legitimacy of authority can be indicated by situational variables which help people to decide whether they should obey or not. For example, Bickman et al. found obedience was greater when participants were asked to pick up litter by someone in a police uniform. This suggests that people obey, due to learning through socialisation processes in childhood, where authority figures are easily identified through the use of ~~variables~~ situational variables such as uniform.

However, situational variables take a nomothetic approach to explaining why people obey. For example, "all people will always obey someone wearing a uniform or when they are close to / being watched by by a person of authority. This therefore cannot explain instances of disobedience when situational variables made authority figures clear. For example, in Milgram's original study, some participants ~~was~~ refused to go all the way up to the maximum voltage, even when the experimenter

was in the same room and wearing a lab coat. This suggests that situational variables have limited external validity when attempting to explain why people obey.

One limitation of situational variables as an explanation of why people obey is that there are alternative explanations. For example, Adorno ^{used the psychodynamic approach} suggested that some

people obey authority figures as they have an authoritarian personality. This is learnt/developed in childhood due to extreme parent punishment and conditional love. Resentment towards parents is displayed onto perceived "weaker" people and people with this personality type identify with stronger people, so demonstrate extreme submissiveness towards authority figures. This suggests that situational variables cannot explain all cases of obedience meaning that it may have limited real-life application. Furthermore, social support explanation suggests people will disobey if a dissenter is introduced who models that disobedience

is possible. The social support explanation suggests people will disobey even if situational variables are present. This suggests that there are more important factors which influence obedience, reducing the validity of the situational variables as an explanation of why people obey.

This is a Level 4 response

There was some slight confusion on the first page, in addition, social support at the end is a situational variable. Otherwise, knowledge is accurate and generally well detailed, discussion is thorough and effective. Towards the bottom of Level 4.

14 marks

Response B

You may use this space to plan your answer.

uniform

lab coat = 65%

random = 20%
person

proximity

original = 65%

Phone = 20%

room = 47.5%

location

Yale uni = 65%

run down
office =

Milgram

16/15 nurses didn't give overdose, disobedience?

Situational variables are prompts in the environment that can help influence our behaviour. This was investigated by Milgram in his shock experiment variations. The situational variables are proximity, uniform and location. In Milgram's study (original) the proximity of the researcher was directly next to the participant and obedience was 65%. If participants would have administered 450V to the individual. When the researcher was in the room obedience dropped to 47.5% and down further to 20% when the instructions given on the phone.

Location in the original study was Yale University and obedience for 450V was 65%. In another variation at a different

location obedience dropped ~~to~~ significantly⁵¹ indicating location has a significant impact on obedience.

Uniform is the idea that we obey those wearing authoritative uniform - Police uniform or a lab coat in a science lab. In the original study the researcher was wearing a lab coat and obedience was 65%. When giving 450v to the individual. However when the researcher was in normal public outfit obedience dropped to 20%. This suggests uniform has an influence on obedience.

~~Limitation~~ ~~is~~ ~~one~~ ~~of~~ ~~situational~~ ~~variables~~ ~~is~~ ~~contradicting~~ ~~evidence~~ ~~One~~ ~~researcher~~ ~~conducted~~ ~~research~~ ~~on~~ ~~18~~ ~~nurses~~ ~~and~~ ~~got~~ ~~a~~ ~~Dr~~ ~~on~~ ~~the~~ ~~phone~~ ~~asking~~ ~~them~~ ~~to~~ ~~administer~~ ~~an~~ ~~over~~ ~~dose~~ ~~to~~ ~~patients~~. 16 out of 18 is refused. This contradicts the variable of location as despite being at a hospital they refused however it supports Milgram's findings of proximity. Obedience was low as they were on the

Phone.

Another limitation of these variables is they fail to explain why some participants disobey. Milgram's original study had 3 variables yet administering rates were only 65% not 100%. This reduces the reliability of the theory as it suggests there are alternative influences.

One strength of the variables is that the research was conducted and only 1 variable was changed at a time. This means researcher was able to see the influence of the variable and minimised confounding variables.

Extra space: Increasing internal validity of the findings.

This is a Level 2 response

The knowledge and understanding was low Level 3. The discussion was of limited effectiveness and weak at the end of essay.

8 marks

Question 8

Rory is talking with his grandparent and playing a game on his phone at the same time. The game involves matching blocks of the same colour to complete vertical and horizontal lines. It is only when his grandparent asks him to describe his route to school that Rory puts down his game so he can concentrate fully on his answer.

Discuss the working memory model. Refer to Rory's behaviour in your answer.

[16 marks]

Mark scheme

Marks for this question: AO1 = 6 marks, AO2 = 4 marks, AO3 = 6 marks

Level 4

Marks: 13–16

Knowledge of the working memory model is accurate and generally well detailed. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.

Level 3

Marks: 9–12

Knowledge of the working memory model is evident but there are occasional inaccuracies/omissions. Application and/or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.

Level 2

Marks: 5–8

Limited knowledge of the working memory model is present. Focus is mainly on description. Any discussion and/or application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.

Level 1

Marks: 1–4

Knowledge of the working memory model is very limited. Discussion and/or application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.

Marks: 0

No relevant content.

Possible content:

- version of STM which sees this store as an active processor
- description of central executive and sub-systems/components – visuo-spatial scratch/sketch pad (visual cache, inner scribe); phonological store/loop; articulatory loop/control process; primary acoustic store; episodic buffer (versions vary – not all sub-systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources/divided attention/dual-task performance.

Possible application:

- in the early part of the conversation, Rory/the central executive can divide attention between the conversation and the game on his phone
- this is because the two tasks use different sub-systems: phonological store/articulatory loop for the conversation and VSSP for the game
- when he is asked to recount his route to school (a visuo-spatial task), this places too many demands on the VSSP
- this means Rory must abandon his game to free up more attentional resources because of the limited capacity of the stores.

Possible discussion:

- use of evidence to support or refute the model/individual sub-systems, eg Hunt – central executive; KF case study – separate visual and verbal stores in STM; Paulescu et al – PET scan; Logie – mental rotation task for VSSP
- explains how cognitive processes interact
- a view of memory that is active rather than passive (in contrast to the multi-store model)
- provides explanation/treatments for processing deficits, eg dyslexia
- explains results of dual task studies, eg Baddeley
- vague, untestable nature of the central executive
- supported by highly controlled lab studies which may undermine the validity of the model.

Credit other relevant material.

Student responses

Response A

You may use this space to plan your answer.

- PHONOLOGICAL LOOP - auditory + verbal info stored
- PRIMARY ACQUISITIVE STORE - filter unnecessary auditory info holds for 1-2 seconds
- ARTICULATORY LOOP - holds verbal + auditory info until no longer needed

VISUOSPATIAL SKETCHPAD

- Visual Cache
- ~~...~~

EPISODIC BUFFER - holds in 5 senses
modality neutral store → episodic memory

Central executive = managing & response for 2 stores - manages info going in - directing info to right way.

A03

✓ Supporting evidence KF study intact visual impaired verbal STM - shows more to STM
X central executive could be more than 1 store

dual tasking study

The working memory model was developed by Baddeley and Hitch. It is an elaboration or extension of the short term memory. The working memory model consists of the phonological loop which is responsible for storing verbal and auditory information. This contains two sub components the primary acoustic store; which filters unneeded auditory information. It also stores information for 1-2 seconds. The second sub component is the articulatory loop which holds onto verbal and auditory information until it is no longer needed. The second another component of the working memory model is the visuospatial sketchpad which is responsible for storing visual and spatial

information. This also contains two sub ~~units~~ ^{components} such as the visual cache which stores visual information and the ~~store~~ ^{stores} visuo-spatial information.

The third component of the working memory model is episodic buffer which links in all 5 senses and uses them to create a 'scene' which is then turned into a episodic memory.

The final component is the central executive. This manages the two stores; the phonological loop and visuospatial sketchpad.

It distributes information ~~from one~~ to the two stores. All of these components that I have mentioned are parts of the short term memory so this information is passed to the long term memory by rehearsal!

Romy is able to do two things at the same time at the beginning because ~~he~~ ^{she} is using two different components for them. He is using his phonological loop to speak to his grandparents and using his ~~that~~ visuospatial sketchpad to play his game as it requires him to see what he is doing. When he is asked about his route to school it requires him to

Use his special part of the visual spatial sketchpad sub components which he is using to match blocks of the same colour. He cannot do these two activities at the same time so he will have to stop playing in order to use his special information to gather his special information on how he gets to school.

Supporting evidence for the Working Memory model is the KF study. KF ~~is a person~~ was a person who got into a motor cycle accident and damaged his verbal short term memory but had an intact visual short term memory. This shows that the short term memory has more than one component. It proves the multi store model wrong as it said that if you damage your short term memory extra space ~~to have an asset~~ the short term memory is only 1 component.

~~Another~~ More supporting evidence comes from who conducted a dual tasking study where he had participants of ~~the~~ one group do 2 visual tasks and the other group do one visual and one verbal task.

He found that the people doing the
one visual and 1 ~~period~~ verbal did better
and could dual task because

This is a Level 4 response

Both the knowledge and understanding and application met the descriptors for Level 4. Knowledge of the working memory model is accurate and generally well detailed, and application is effective. The discussion was Level 2/3. It was weaker at the end of the answer and the lack of an effective discussion limits the overall mark. The script was awarded just into Level 4 (bottom).

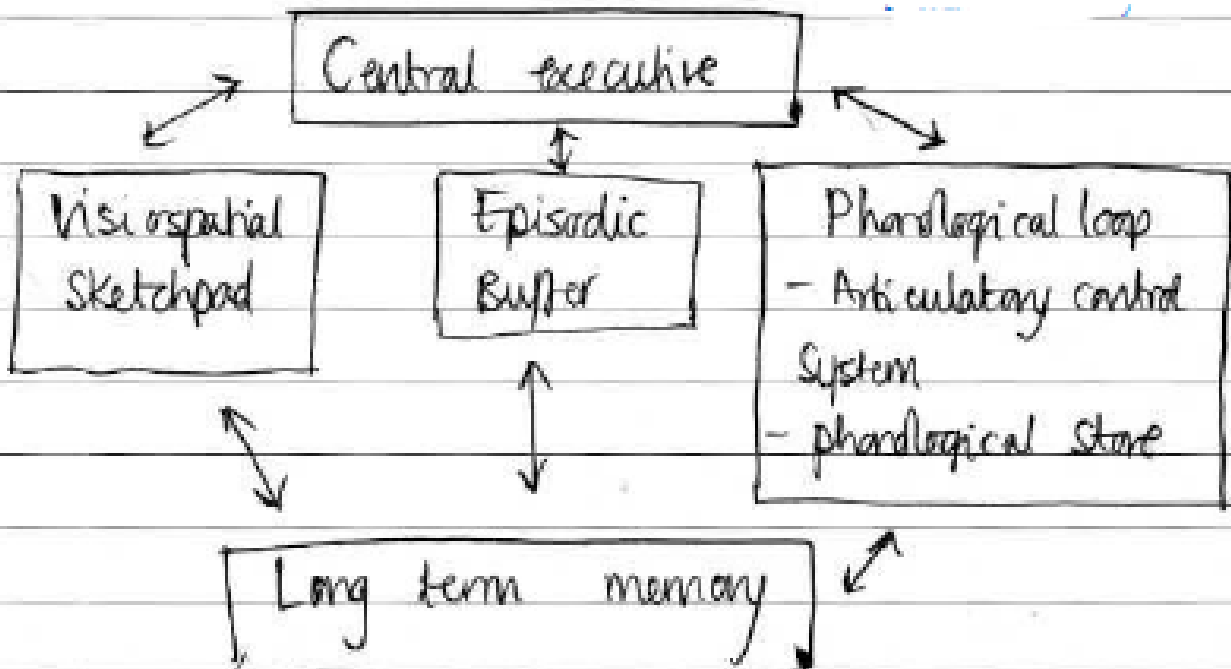
13 marks

Response B

You may use this space to plan your answer.

<p>Baddely + Hitch - digit span task</p> <ul style="list-style-type: none"> - Components of STM - draw diagram - VSS - PL = articulatory control system + phonological store 	<ul style="list-style-type: none"> x little evidence for how the CE works ✓ patient KF - visual verbal impairment but visual was fine x not a comprehensive model of memory - doesn't take into account CFM ✓ Brain scans - hippocampus
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The Working Memory model was proposed by Baddely and Hitch. They believed that there were multiple components of short term memory.



This diagram presents the Working Memory model. The Central executive is almost the "boss" that controls the other "slave systems". Its purpose is for problem solving tasks. The visuospatial sketchpad deals with visual and spatial information and can do tasks such as reading or watching TV. The phonological loop consists of the articulatory control system which is speaking, and the phonological store which is hearing. This information all goes to the long term memory. In this case, Roy cannot "play a game on his phone" and "describe his route to school to his grandparent" at the same time. This is because they use the same component - the Visuospatial Sketchpad.

(WMM)

One strength of the Working Memory Model is that there is case study support. Patient KF was involved in a motorcycle crash where his brain was damaged. Researchers later found that he had impairment for his verbal store but not his visual store. This increases the internal validity of the WMM as there is research support for the different components of short term memory. However a case study is based on one person so therefore it may not apply to the wider population.

One criticism of the WMM is that there is little evidence for the Central Executive and how it works. For example, we understand that the central executive

exists but there has not been much research to prove the function of it. This reduces the internal validity of the model as it may not be as accurate as we think. However, brain scans show that a different area of the brain is active when using the central executive compared to other tasks.

Another criticism of the WMM is that it is not a ~~simple~~ comprehensive model of memory. The model focuses on the short term memory but not the long term memory. As we know from other models of memory such as the multi store model, long term memory is important and exists. Therefore, the Working Memory model is not representative of all types of memory. However, it does show on the diagram that long term memory is included, supporting the existence of it.

This is a Level 3 response

There is some discussion credited in the plan. The diagram shows good knowledge and understanding but this is not sustained throughout the answer. Overall, the knowledge and understanding was limited and therefore Level 2. The application was also limited to Level 2. The discussion is mostly effective at Level 3. It was less effective at the end of the answer. Overall, the limited knowledge and application restricts the mark to the bottom of Level 3.

9 marks

Question 12

Outline Lorenz's and Harlow's animal studies of attachment. Discuss what these studies might tell us about human attachment.

[16 marks]

Mark scheme

Marks for this question: AO1 = 6 marks, AO3 = 10 marks

Level 4

Marks: 13–16

Knowledge of Lorenz's and Harlow's animal studies is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.

Level 3

Marks: 9–12

Knowledge of Lorenz's and Harlow's animal studies is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.

Level 2

Marks: 5–8

Limited knowledge of Lorenz's and Harlow's animal studies is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
OR Lorenz or Harlow only at Level 3/4.

Level 1

Marks: 1–4

Knowledge of Lorenz's and Harlow's animal studies is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
OR Lorenz or Harlow only at Level 1/2.

Marks: 0

No relevant content.

Possible content:

- Lorenz's procedure and findings – goose eggs randomly divided; half hatched with the mother present (in natural environment); half in an incubator with Lorenz present; behaviour recorded; incubator group followed Lorenz, control group followed the mother; concepts of imprinting and critical period
- Harlow's procedure and findings – in a controlled environment, infant monkeys reared with two mother surrogates; plain wire mother dispensing food, cloth-covered mother with no food; time spent with each mother was recorded; details of fear conditions; long-term effects recorded: sociability, relationship to offspring, etc; preference for contact comfort over food; long-term effects on sociability and own childrearing style
- credit also references to Lorenz's work of sexual behaviour/imprinting.

Possible discussion points:

- problems of generalising findings from animal studies to humans – argument that, of the two, Harlow's study (mammalian species) may be more relevant to human experience
- implications of imprinting/critical period for human attachment (Lorenz) – 'window of opportunity' in which attachments must be formed otherwise this may lead to negative long-term consequences (credit reference to Bowlby's work in this context, eg maternal deprivation)
- implications of early neglect (Harlow) – long-term consequences of poor attachment in childhood for future relationships, eg with own children (again, credit reference to Bowlby in this context – internal working model)
- argument that the critical period may be more of a 'sensitive period' in humans as studies have demonstrated how children have been able to recover from early deprivation, eg Romanian orphan studies
- practical value of research, eg for social work, identifying risk factors in vulnerable children
- implications for theories of attachment, eg Harlow's suggestion that contact comfort/sensitive responsiveness is more important than food contradicts learning theory
- support from human studies, eg Schaffer and Emerson Glasgow study supports the idea that responsiveness may be more important than food.

Only credit ethical issues if made relevant to discussion of human attachment.

Student responses

Response A

You may use this space to plan your answer.

Lorenz → Gosling
↳ imprinting - 'critical period'
13-17 hrs.

Harlow → Rhesus Monkey
↳ cupboard L →

1. EXTRAPOLATION
2. Lorenz
Supported by M.D.H. Critical period.
3. Harlow
↳ Disproves CT.

Lorenz did a study on Gosling where half were randomly allocated to him and would hatch in an incubator and the other half with the biological mother of the Gosling. Lorenz made sure the first target moving entity ~~they~~ ^{the} Gosling saw was him, ~~and~~ ^{the} He found that when mixed ~~the~~ ^{and} his Gosling in a container ~~they~~ ^{the} Gosling hatched by Lorenz would follow him. This is due to imprinting which is an attachment that forms during the critical period which Lorenz found to be 13-17 hours where it was most acute. This is vital in forming attachment with a primary caregiver. An advantage of this study is that ~~the~~ ^{it} is ~~impr~~ ^{impr} the idea of the critical

period acts as a ~~sem~~ for many psychological research. An example is Bowlby's monotropic theory which suggests a strong bond with a primary attachment figure ~~for~~ (monotrophy) form in the first 30 months of development. This means that there is a ~~level~~ of internal validity as the Lorenz's concept of the critical period is critically acclaimed by various psychologists so must be useful in explaining infant-attachment. However, both Lorenz and Bowlby are criticised for taking a heavily nature stance as they believe that infants imprint due to innate drive for survival. ~~This is~~ ~~considered~~ by ~~Harlow's~~ study which may not always be the case as seen in Harlow's study which suggests 'contact comfort' is also vital in development of a child.

The Harlow's animal studies on ~~2~~ rhesus monkeys was to explain ~~is~~ ~~self~~ ~~test~~ 'Cupboard Love', to see if they if 15 monkey ~~is~~ proffered a cloth mother which provided comfort ^{or} ~~and~~ a wire mother which provided food. ~~for this~~ The rhesus monkeys were ~~snipped~~ ~~from~~ ~~their~~ ~~at~~ biological mother and placed ~~be~~ with the

wife and often as surrogate mothers. Harlow found that the monkeys preferred the cloth mother. ~~It~~ Especially when they were frightened and ~~was~~ preferred the wire mother even though it provided food. This therefore contradicts the learning theory as food ~~and~~ ^{and} a primary drive in attachment ~~but~~ ^{and} emotional development may ~~is~~ ^{be} just as important hence ~~the~~ ~~more~~ ~~the~~ ~~use~~ ~~of~~ 'comfort contact' ~~upon~~ ~~that~~ ~~-~~ ~~pregnancy~~.

An advantage of this study is that monkeys are really similar genetically. So ~~conclusions~~ ~~can~~ ~~be~~ ~~drawn~~ ~~from~~ Harlow's study ~~is~~. An example is the use of 'comfort' post pregnancy of humans ~~as~~.
 Extra space ~~research~~ ~~has~~ ~~shown~~ ~~its~~ ~~developmental~~ ~~benefits~~ ~~this~~ ~~is~~ ~~slightly~~ ~~increased~~ ~~as~~ ~~therefore~~.
 This also ~~shows~~ that contact comfort can be used in real life application as parents are encouraged to use contact for emotional

A final limitation of both Lorenz and Harlow's study is that humans are completely cognitively and biologically different from animals. Even though there may be genetic differences, the cognitive capabilities differ mostly between animals and humans. This means that the findings cannot be extrapolated as accurately and even the animal studies have low external validity because animal findings cannot be applied to people.

This is a Level 4 response

The knowledge and understanding are at Level 3/4. The discussion was at Level 4 and mostly effective. Overall bottom of Level 4.

13 marks

Response B

You may use this space to plan your answer.

Lorenz geese

Supports critical
period of

12-17 hours IWM

6 A01 10 x A03

Harlow monkeys -

confounding
variable

food not important
& learning theory

Animal studies in attachment have ~~been~~ been researched by Lorenz and Harlow. Lorenz had 12 fertile goose eggs which were split into 6 and 6. 6 eggs hatched naturally with the mother. The other 6 eggs were kept in incubators. Lorenz made sure that the first person the eggs/geese saw was him. He then mixed up the eggs randomly and released them. The 6 eggs that had hatched naturally with their mother followed her and the other 6 had followed Lorenz as he was the first person they saw. He concluded that imprinting takes place in the 12-17 period and the attachment is formed with the caregiver.

One strength of attachment is that it supports Bowlby's idea of the critical period. This is because imprinting had taken place in the 12-17 hour window period which means that ~~that~~ is the most crucial period of time and if attachment is not taken place then it may lead to difficulties in the future. This increases the validity of the research.

Harlow investigated attachment between monkeys and their caregivers in relation to food ^{and response to frightenedness}. Harlow had one monkey that had a soft cloth and one plain. He had 8 monkeys in total. He found that contact comfort was the most important factor ~~of who~~ instead of food. All 8 monkeys had ~~not~~ clung onto ~~to~~ the soft cloth mother when they were ~~frighted~~ frightened regardless of who fed them. This shows that food is not the main factor.

One criticism of Harlow's research is that it rejects the learning theory. As the learning theory states that food is the primary factor of why attachments form. This tells us ~~to~~ that ~~the main factor is~~ contact comfort ~~rather than~~ other factors other involved in forming attachment such as contact comfort demonstrated by Harlow. This ~~reduces~~ increases the validity of experiment.

Harlow's research is criticised as it uses extrapolation. It is believed that humans will form similar attachment types ~~to~~ as monkeys as we are closely related (primates). However human brains are more complex than monkeys therefore reduces the validity of the research.

Another limitation of animal research is that it is not generalisable to the ~~whole~~ wider population. A small sample was used therefore we cannot say ~~monkeys~~ humans form the same attachments similar to monkeys as other factors may come into play. This means that the research lacks population validity.

This is a Level 2 response

First paragraph had good knowledge and understanding but this is followed by a weak discussion point with no implicit reference to humans. There are some parts of Harlow's study missing. The discussion was often repetitive/weak with little focus on humans. Knowledge and understanding were at Level 2. There are too many omissions for Level 3. The discussion was at Level 2.

7 marks

Short answer questions

Question 2

Briefly outline one way in which researchers have investigated the capacity of short-term memory.

[2 marks]

Mark scheme

Marks for this question: AO1 = 2 marks

2 marks for a clear and coherent outline with some elaboration with reference to immediate (within 30 seconds) recall.

1 mark for a limited or muddled outline.

Possible content:

participants are read a sequence of letters/numbers and asked to repeat the same sequence back immediately. An additional digit is added on each subsequent trial to measure the capacity of STM (the digit span technique).

Credit other possible ways.

Note that a wide range of answers is possible here – material presented to participants may vary, eg letters, numbers, words, different tones, etc.

Credit outline of studies that investigated the capacity of working memory components, and studies of chunking in STM. Accept relevant procedural details if embedded in findings.

Simply naming a way is not creditworthy.

Student responses

Response A

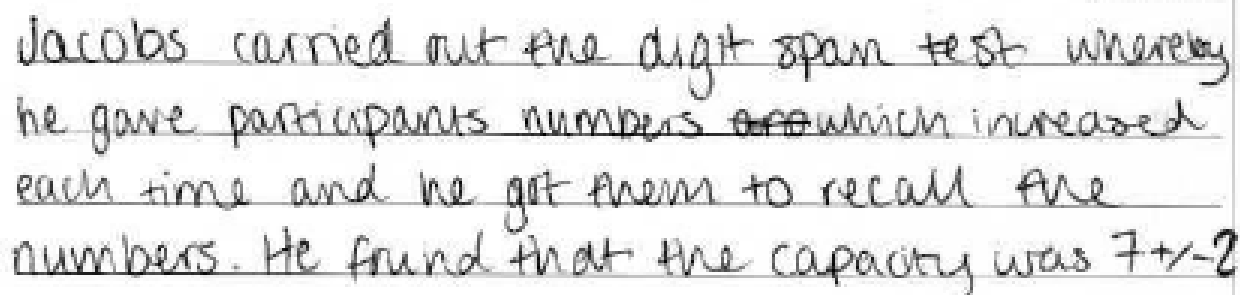
Jacobs used the digit span technique:

participants were told a certain number of digits or numbers and participants had to recall these immediately aloud. The largest number of digits/letters they could recall in order was their digit span.

This answer was awarded full marks.

2 marks

Response B



Jacobs carried out the digit span test whereby he gave participants numbers ~~of~~ which increased each time and he got them to recall the numbers. He found that the capacity was 7 ± 2

This response was not clear, it misses the immediate testing.

1 mark

Question 6

Briefly outline one way in which researchers have investigated the duration of short-term memory.

[2 marks]

Mark scheme

Marks for this question: AO1 = 2 marks

2 marks for a clear and coherent outline with some elaboration with reference to recall within 30 seconds.

1 mark for a limited or muddled outline.

Possible content:

participants are given a trigram (three letter nonsense syllable) and then asked to count backwards from a certain number for a specified time. They are then asked to recall the original trigram.

Credit other possible ways, eg the serial probe technique.

Credit outline of studies that investigated the duration of working memory components.

Accept relevant procedural details if embedded in findings.

Simply naming a way is not creditworthy.

Student responses

Response A

Peterson and Peterson used nonsense trigrams for participants to recall while counting backwards in time to inhibit rehearsal. They found that the duration of ~~short~~ is around ¹⁵ ~~10~~ to 30 seconds.

Full marks awarded. This was a clear outline, with reference to recall.

2 marks

Response B

participants were asked to recall words after varying amounts of time - 3 seconds, 10 seconds, 18 seconds -

The answer was less detailed and therefore was a limited outline.

1 mark

Question 10

Outline one example of cultural variation in attachment.

[2 marks]

Mark scheme

Marks for this question: AO1 = 2 marks

2 marks for a clear and coherent outline with some elaboration.

1 mark for a limited or muddled outline.

Possible content:

- higher rates of anxious/insecure-avoidant attachments among German infants (mothers encourage independence)
- higher rates of anxious/insecure-resistant attachments in collectivist cultures, eg Japan (Van Ijzendoorn and Kroonenberg, 1988)
- lower rates of secure attachment and higher rates of anxious/insecure-avoidant in Italian study attributed to long working hours (Simonelli, 2014)
- details of comparison between US and Korean children (Kyoung, 2005)
- high rates of anxious/insecure-resistant attachments in Israeli children reflects difference in childrearing practices (Sagi et al, 1995).

Credit other valid content eg sub-cultural variation (class, regional etc).

There are various other routes to elaboration eg names of countries, detail of percentages, reference to studies.

A statement that secure attachment is most common in most countries is not creditworthy.

Student responses

Response A

Van Ijzendoorn and Kromenberg conducted a meta analysis in 1990s examining 32 studies on 1990 infants to investigate variation of attachment types between cultures using strange situation.

This answer names a study but no reference to cultural variation given.

0 marks

Response B

Collectivist countries such as Japan or Israel have higher numbers of insecure – resistant attachment types than individual countries such as Germany.

An example of cultural variation provided, with some elaboration.

2 marks

Application questions

Question 3

A teacher was absent and left work for students to complete during the lesson. Some students in the class did not do the work their teacher had left for them.

Use one possible explanation of resistance to social influence to explain why this happened.

[4 marks]

Mark scheme

Marks for this question: AO2 = 4 marks

Level 2

Marks: 3–4

Application of knowledge of one explanation of resistance to social influence is effective. There is appropriate use of terminology.

Level 1

Marks: 1–2

Application of knowledge of one explanation of resistance to social influence is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.

Marks: 0

No relevant content.

Possible content:

Social support:

- disobedience/resistance/defiance is more likely to occur in the presence of others who are disobeying/disobedient role models
- 'some students' suggests there was more than one who did not complete the work
- this would have given others more confidence to ignore the teacher's instructions
- social support is associated with diffusion of responsibility/the more people who disobey the less severe the consequences are likely to be – the students may have reasoned that the more of them who disobey, the less likely they are to be in trouble
- credit use of evidence to support explanation/application, eg Milgram – two confederates-one naive participant variation.

Locus of control:

- disobedience/resistance/defiance is more likely to occur in those who have an internal locus of control
- the students who disobeyed the instructions may all have had this personality trait in common
- this meant they relied on their own judgement of whether to complete the work, rather than the teacher's
- credit use of evidence to support explanation/application, eg Holland – 37% of internals refused to continue to maximum shock level.

Credit other relevant application eg situational factors such as proximity and location; legitimacy of authority; external locus of control if fully justified as an explanation of resistance to social influence.

No credit for simply naming an explanation.

If no application, maximum of one mark.

Student responses

Response A

One explanation of resistance that explains why this happened is proximity of an authority figure. When Milgram was conducting variations of his shock study, he found that if the authority figure was giving instructions from far away then the participants were less likely to obey the instructions. This explains why the students who didn't do the work did not obey, as the authority figure, their teacher, was not there to enforce the work and therefore they did not obey the instructions.

This is a Level 2 response

An effective answer which was clear and very well explained.

4 marks

Response B

one possible explanation of resistance to social influence is legitimacy of authority. The class is more likely to complete the work set by the teacher when ~~the~~ ^{they} are present as legitimacy of authority suggests individuals are more likely to obey someone we see as having a justified authority over us. This authority figure usually has a justified authority over us. the power to punish disobedient behaviour. As a result, the class may have not done the work as the teacher not being present means there is no legitimacy of authority and no consequence of resisting.

This is a Level 1 response

The application of knowledge was limited. Credit was given for implicit description of proximity of the legitimate authority.

2 marks

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