AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Psychology 5186/6186
Specification B

PYB2 Social and Cognitive Psychology

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

PYB2

Quality of Written Communication

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;

- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;

- ensure spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Good quality of written communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, using sentences and paragraphs. There are few errors of grammar, punctuation and spelling. The overall quality of language is such that meaning will be only rarely obscured.

Band 2: Average quality of written communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. There is some evidence of organisation, and use of sentences and paragraphs. Errors of grammar, punctuation and spelling may be frequent but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Poor quality of written communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for quality of written communication.

SECTION A: SOCIAL PSYCHOLOGY

1   **Total for this question: 20 marks**

> Philip and his friends enjoy walking on footpaths in the countryside. Some of the footpaths are also used by people riding motorbikes. Philip feels very angry when a motorcyclist rides past him. He thinks that people who ride motorbikes on footpaths are spoiling the countryside by churning up the ground. He sometimes puts rocks and branches across footpaths to obstruct the motorbikes. Philip always says "Hello" to other walkers he meets, but never to motorcyclists.
>
> (a)   Name **two** techniques which could be used to measure Philip's attitude to these motorcyclists.
> *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark each (up to 2) for Likert scale; semantic differential; projective test/TAT/Rorschach; Thurstone scale; physiological measures; bogus pipeline technique.

> (b)   What do psychologists mean by *discrimination*? Illustrate your answer with an example from the description above. *(2 marks)*

[AO1 = 1, AO2 = 1]

Acting inequitably/differently/negatively towards an attitude object/the behavioural component of a prejudice (1); Philip always says "Hello" to other walkers he meets, but never to motorcyclists/he puts rocks and branches across footpaths (1).

> (c)   Name **three** components of attitudes and illustrate **each** with an example from the description above. *(6 marks)*

[AO1 = 3, AO2 = 3]

1 mark each for Affective; Behavioural/Conative; Cognitive. (Any order). Plus 1 mark each for linking these as follows:

Affective: 'Philip feels very angry when a motorcyclist rides past him.'
Behavioural/Conative: 'He sometimes puts rocks and branches across footpaths to obstruct the motorbikes,' or 'he never says "Hello," to motorcyclists.'
Cognitive: 'He thinks that people who ride motorbikes on footpaths are spoiling the countryside by churning up the ground.'

> (d) Describe and discuss **two** psychological explanations for Philip's prejudice against these motorcyclists. *(10 marks)*

[AO1 = 5, AO2 = 5]

Likely explanations include Social Identity Theory; Competition for Resources (aka Relative Deprivation Hypothesis/Realistic Conflict Theory) and the Authoritarian Personality; frustration-aggression hypothesis. Other relevant answers, such as acquisition of attitudes/stereotypes through social learning and conformity should also be credited.

AO1   5 marks. 1 mark each for identifying explanations, plus up to 2 marks for accurate description of each.

AO2   5 marks for discussion which might include:
Specifically applying an explanation to the scenario, eg in SIT, the walkers are the in-group.
Analysis: how the explanation works, eg perception that both groups are competing for the same limited resources.
Evaluation: relevant positive and negative points, eg criticism of Authoritarian personality as unlikely to explain prejudices shared by most members of a group.
Use of empirical evidence to illustrate, support or refute explanations.

Only one explanation - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Detailed, clear and accurate description, analysis and evaluation of two explanations. Little error or irrelevance. Appropriate use of terminology. Explanation(s) is/are specifically related to the scenario.

7 – 4 marks   **Average answers**

In this band, analysis and evaluation might be limited or the answer not specifically linked to the scenario. In the top half of the band two recognisable explanations will be described and some analysis/evaluation will be present. In the bottom half of the band, answers are likely to be mainly descriptive, or with only one recognisable explanation, or have significant inaccuracies.

3 – 1 marks   **Poor answers**

Answers in this band might include a brief, inaccurate or confused account of a relevant explanation.
Alternatively, the answer might be largely irrelevant, but contain some genuine and relevant psychological insight or analysis.

Total A01 marks for Question 1 = 11
Total A02 marks for Question 1 = 9
Total marks for Question 1 = 20

2 **Total for this question: 20 marks**

(a) Outline what is meant by the *foot-in-the-door technique*. Illustrate your answer with an example. *(3 marks)*

[AO1 = 2, AO2 = 1]

A technique in which a person makes a small request which is (likely to be) complied with (1) then follows it with a larger request (1). Plus consistent example (1).

(b) Distinguish between compliance and internalisation as types of conformity. *(3 marks)*

[AO1 = 2, AO2 = 1]

1 mark each (up to 2) for defining or giving an example of each term, plus 1 for stating a difference. Alternatively, up to 3 distinction points can be credited (1 each).
Likely answers: compliance means outwardly conforming without actually changing your views (1) internalisation means conforming because you have become convinced that the group norm is correct (1). Distinction points: difference is that one involves change of attitude while the other does not; compliance is immediate, internalisation can be delayed; internalisation more likely as a result of informational social influence: compliance more likely as a result of normative social influence; compliance temporary; internalisation more enduring.

(c) Identify **two** factors which, according to Asch, might influence whether or not a person conforms with a group norm. State whether **each** factor tends to increase or decrease conformity. *(4 marks)*

[AO1 = 2, AO2 = 2]

1 (A01) mark for identifying each factor, up to 2, plus 1 (A02) each for stating direction of effect.
Likely answers:
Group size (1) Conformity increases with group size/but only up to 3 or 4 (1)
Unanimity/size of majority (1) Unanimous majority more likely to lead to conformity (1)
Task difficulty (1) Conformity increases with task difficulty (1)
Presence of another dissenter (1) Decreases conformity (1)
Presence of another dissenter, who then begins to conform (1) Increases conformity (1)
Opinion expressed in public (rather than in private) (1) Increases conformity (1)
Fear of ridicule (1) increases conformity (1).
Perceived competence of other members (1) High perceived competence increases conformity (1).

(d) Bob is about to start a new job, teaching a group of young offenders in a detention centre. The head of the centre gives Bob some advice on how to ensure obedience. He says, "When you give someone an order, stand right up close to them. Always wear your instructor's jacket. If one of them tries to defy you, send them back to their unit right away, so the others don't join in."

Describe and discuss **at least two** factors that, according to Milgram, influence the likelihood of a person obeying an order. Illustrate your answer with reference **both** to Milgram's research **and** to the description above. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks. 1 mark each for clearly naming or otherwise identifying each factor, plus up to 2 marks each for accurate description/elaboration/or illustration with reference to specific detail of Milgram's research. Most likely factors are proximity of authority figure; wearing of uniform and presence of dissenters/disobedient peers. However, other 'Milgram' factors should be credited, including proximity of 'victim'; presence of obedient peers/shared responsibility, and 'status' of surroundings.

AO2   5 marks for discussion which might include:
Application of factors to the example: proximity - standing close to the trainees when giving them an order; uniform - always wear your instructor's jacket; presence of dissenters/disobedient peers - if one of them defies you, send them out.
Analysis of effects including stating whether the factor increases or decreases obedience.
Evaluation, eg discussion of whether Milgram's findings can be related to the scenario given (ecological validity comments if justified), and alternative explanations for the obedience/defiance described, or supporting/contrasting evidence from other studies (eg Hofling).

Only one factor - maximum 6 marks
No link with research or scenario - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Answers which accurately describe and analyse/evaluate the effects of at least two factors, support them with evidence from Milgram's research and relate them appropriately to the scenario. Little or no irrelevant material.

7 – 4 marks   **Average answers**

At the top of the band, two relevant factors will be identified, though only one might be analysed/evaluated successfully.
Lower in the band will be answers which only describe one factor effectively, which link answers with neither Milgram's research nor the scenario, or which include little analysis/evaluation.

3 – 1 marks   **Poor answers**

Answers which fail to address the question, but do contain some relevant information about a factor.
Alternatively answers with some relevant information but also much irrelevant material and many inaccuracies.

Total A01 marks for Question 2 = 11
Total A02 marks for Question 2 = 9
Total marks for Question 2 = 20

3   **Total for this question: 20 marks**

(a)	Outline what is meant by *social comparison* as a source of self-perception. Illustrate your answer with an example. *(2 marks)*

[AO1 = 1, AO2 = 1]

Observing features of other people and assessing these in relation to oneself/comparing oneself with other people (1). Plus example, eg noticing that other students get lower marks in tests, or have parents with newer cars, etc (1).

(b)	The three statements below illustrate different factors which can influence social perception.

>   **A**   I thought the interviewer was genuinely friendly but, at the end of the interview, I caught him laughing at me. Then I decided that he wasn't a nice person at all.
>
>   **B**   The other people on the course were librarians, so I realised there would be no wild parties that week.
>
>   **C**   From the moment I first set eyes on her, I knew she was the woman for me.
>
>   In your answer book write down which statement, **A**, **B** or **C**, is an example of the following:
>
>   (i)   the primacy effect;
>
>   (ii)   the recency effect;
>
>   (iii)   stereotyping.   *(3 marks)*

[AO1 = 0, AO2 = 3]

(i) C   (ii) A   (iii) B

(c)	Describe **one** study in which attribution bias was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. *(5 marks)*

[AO1 = 5, AO2 = 0]

Likely studies include Ross et al. (1977), Storms (1973), Kingdon (1967).

1 mark – why study was conducted (must go beyond the stem), eg by referring to the type of bias investigated
1 mark - information about the method
1 mark – indication of results
1 mark – indication of conclusion to be drawn
1 mark - additional or extra detail (accept evaluative points here only if they add to the description of the study in some way).

(d)	Describe and discuss the causal schemata model of attribution. Illustrate your answer with **at least one** example. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks for description, with 1 mark each awarded for each descriptive point.
Likely points include: The model describes how we attribute causes to actions (1) in situations where we have little/no knowledge of the actor (1) and little/no knowledge about the consensus, distinctiveness and consistency of the action (1). We build up a library of schemas (1) including script schemas (1). Two types of schema: multiple sufficient causes(MSC) (1), in which several situational causes are present, any one of which could explain the action (1) when we tend to discount all but one (1) and multiple necessary causes(MNC) (1) in which several causes must be present for the action to happen (1).

AO2   5 marks as follows:
Analysis of the model: for example, when multiple sufficient situational causes (MSC) are present for the action, but the actor does not take it, this leads to a dispositional attribution. If any of the causes are present and the action is taken, this leads to a situational attribution. When multiple causes are necessary (MNC) and one is absent, this leads to a situational attribution. If all are present and the action is not taken, this leads to a dispositional attribution.
Application: use of illustrative examples of typical causal schemas including scripts, and of MSC and MNC situations.
Evaluation of the model, which may compare it with other models, comment on its plausibility (assumes that people make 'snap judgements' rather than putting cognitive effort into calculating attributions), low predictive power/difficulty of testing.
Use of empirical evidence to illustrate, support or refute the model.

No examples - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Detailed, clear and accurate description, with appropriate analysis, illustration by example and (at the top of the band) evaluation. Little error or irrelevance.

7 – 4 marks   **Average answers**

Aspects of the model are correctly described, some illustration by example/analysis is present, although there may be some confusion and inaccuracy. Alternatively description may be accurate and detailed, but other required features may be absent or done poorly.

3 – 1 marks   **Poor answers**

Some recognisable information about the model is present, but confusion and irrelevance predominate.

Total A01 marks for Question 3 = 11
Total A02 marks for Question 3 = 9
Total marks for Question 3 = 20

4   **Total for this question: 20 marks**

(a)   Identify **three** factors which can give rise to home ground advantage.   *(3 marks)*

[AO1 = 3, AO2 = 0]

1 mark each for any three from: distance visiting team have to travel; unfamiliarity of visiting team with climate/altitude; familiarity with pitch/pitch size; referee/official decisions/bias; proportion/ volubility of home supporters; home supporter hostility. Credit other relevant factors.

(b)   State the difference between high-interaction and low-interaction sports. Name an example of **each** type of sport.   *(3 marks)*

[AO1 = 1, AO2 = 2]

1 mark for knowledge of the difference – how much team members have to co-operate.
Plus 2 marks for examples:
High interaction sports: cricket, football, baseball, rugby, tennis doubles, hockey, basketball (1).
Low interaction sports: Golf, bowling, archery, shooting (1).

(c)   The village of Lower Welling has an amateur football team. At a typical training session, some of the players arrive very late and make little effort. At the end of the session, all the players go to the local pub together.

State what is meant by the following:

 (i)   social cohesion;

(ii)   task cohesion.

Illustrate **each** term by referring to the description above.   *(4 marks)*

[AO1 = 2, AO2 = 2]

(i)   (How much) members like/are attracted to each other (1). Relevant statement: 'they all go to the local pub together' (1).

(ii)   (How hard) members work to achieve goals (1). Relevant statement: 'some of the players arrive very late and make little effort' (1).

(d)   Describe and discuss social facilitation theory. Refer to empirical evidence in your answer.
(10 marks)

[AO1 = 5, AO2 = 5]

AO1   5 marks for description, with marks for features including: enhancement of task performance by the presence of others; including an audience; or co-actors. Also credit increases likelihood of dominant responses; social inhibition. Up to 2 marks can be awarded for accurate outlines of relevant studies (1 each).

AO2   5 marks for:
Analysis of the possible mechanisms of social facilitation – drive theory - increase in arousal; caused by distraction; or evaluation apprehension.
Analysis of circumstances where inhibition rather than facilitation occurs.
Application of concepts to illustrative examples.
Use of empirical evidence to illustrate, support or refute the theory.
Evaluation of evidence outlined.

Likely studies include; Triplett (1898), Allport (1924), Travis (1925), Dashiell (1930), Pessin (1933), Zajonc et al (1969), Saunders et al (1978), Michaels et al (1982), Mc Cracken & Studulis (1985), Schmitt et al (1986), Baris et al (1988).

No evidence of studies – maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Detailed and accurate description, analysis/evaluation of social facilitation theory, supported by relevant studies. There is little error or irrelevance.

7 – 4 marks   **Average answers**

At the top of the band will be answers which use some empirical evidence and a largely accurate description of the theory, together with some appropriate analysis/evaluation.
Lower in the band, answers might be purely descriptive or lacking in appropriate studies, or alternatively featuring several inaccuracies.

3 – 1 marks   **Poor answers**

Answers in this band will include some relevant psychological content (eg reference to audience effects or a study). Answers featuring many inaccuracies or much irrelevance will also fall into this band.

Total A01 marks for Question 4 = 11
Total A02 marks for Question 4 = 9
Total marks for Question 4 = 20

SECTION B: COGNITIVE PSYCHOLOGY

5   **Total for this question: 20 marks**

(a)   Psychologists have found that motivation can influence visual perception. Name **two** other
        factors that can influence visual perception.   *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark each for any two from: expectation; emotion; culture; context; instructions; past experience;
individual differences; reward; punishment.

(b)   Outline what is meant by a *bottom-up* theory of information processing. Give an example of
        one bottom-up theory.   *(3 marks)*

[AO1 = 2, AO2 = 1]

1 (A01) each for any two from: all information needed comes (directly) from our senses (1); without the
need for prior knowledge/experience (1) a data-driven process (1); direct (1) not concept-driven, etc.
1(A02) mark for identifying theory - likely to be Gibson's (visual perception) or the feature-analysis
model (face recognition).

(c)   (i)   Name and briefly describe the illusion in **Figure 1**.   *(2 marks)*

[AO1 = 2, AO2 = 0]

Muller-Lyer (1) plus any one from: a distortion illusion (1); line (A) seems longer (1).

        (ii)   Give **one** explanation of why **Figure 1** produces an illusion.   *(3 marks)*

[AO1 = 0, AO2 = 3]

Up to 3 marks from: The figure is seen as 3D (although it is actually 2D) (1), like the shape made by the
inside and outside corners of a building (or similar) (1) this provides depth/distance cues (1) and size
constancy scaling (1) is misapplied (1). The left hand line is scaled up more (1) because it appears to be
further away (1).
Alternatively: Line (A) seems longer because it is part of a larger figure (1).
Accept: Because we live in a carpentered environment (1).

(d)   Describe and discuss Broadbent's model of attention. Refer to empirical evidence in your
        answer.   *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1   5 marks for identifying features of the theory including:- linear; single-channel; limited capacity; early bottleneck theory of selective attention, and that information is filtered for attention on the basis of physical characteristics, while non-attended information is lost before cognitive analysis takes place. Credit up to 3 of these points communicated by an accurately labelled diagram. Up to 2 of these marks can be credited for accurate descriptions of studies (1 each).

AO2   5 marks for discussion which may include:
Appropriate comments on the **implications of evidence** cited, eg inconsistent with studies (such as MacKay 1973) which show that unattended messages in shadowing tasks can influence responses.
Analysis of the implications of the theory, eg that we should not be able to notice information in a non-attended channel.
Evaluation of the theory in comparison with others, eg Treisman, Deutsch & Deutsch and Kahneman.
This evaluation might explain why the model is inconsistent with the evidence of studies. Another criticism is that the theory is incomplete, and ignores the fact that our attentional system involves the flexible allocation of a variable cognitive capacity (as Kahneman suggests).
Evaluation of studies cited.

Likely studies include Treisman & Geffen (1967), Cherry (1953), Moray (1959), MacKay (1973), Corteen & Wood (1972), Wright et al (1975) Johnston & Wilson (1980).
Studies cited are likely to include Cherry (1953), Gray and Wedderburn (1960), Treisman (1960), Triesman (1964), Corteen and Wood (1972) Mackay (1973) as well as studies of divided attention.

No evidence of studies - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Answers which clearly and accurately describe and evaluate the theory with reference to evidence and from a theoretical viewpoint, for example with reference to other models. Analysis reveals a good understanding of the processes described, and appropriate terminology is used. Little or no irrelevant material.

7 – 4 marks   **Average answers**

In the top half of the band will be mainly accurate answers which contain some evaluation.
The bottom half of the band is likely to include answers marred by inaccuracy, or which fail to support assertions with illustrations/theory or studies.

3 – 1 marks   **Poor answers**

Answers in this band might be restricted to descriptions of studies. Alternatively the answer might include a brief, inaccurate or confused account of the theory.

Total A01 marks for Question 5 = 11
Total A02 marks for Question 5 = 9
Total marks for Question 1 = 20

6   **Total for this question: 20 marks**

(a)   Outline what is meant by *context* as an aid to retrieving information from memory. Illustrate your answer with an example.   *(3 marks)*

[AO1 = 2, AO2 = 1]

1 mark for clear indication of what context is, eg the situation/room you are in (1) plus 1 mark for how it aids retrieval, eg it provides cues which trigger memory (1) plus example, eg revisiting a place you visited many years ago can remind you of what happened then. Accept eyewitness testimony examples. (1 A02).

(b)   The following examples illustrate three different explanations of forgetting. In each case, write in your answer book whether the example illustrates displacement, interference or a lack of consolidation.   **A**   Alison drove a left-hand drive car all the time she was in Spain. Because the car was left-hand drive, the passenger and driver positions were the opposite to those in her British car. When she came home, she kept going to open the passenger's door instead of the driver's door.   **B**   Ewan listed the ten things he wanted me to buy him, but, by the time he'd finished speaking, I'd forgotten the first three or four.   **C**   When Olwen recovered consciousness after her operation, she had forgotten all about the magazine article she had read just before the operation.   *(3 marks)*

[AO1 = 0, AO2 = 3]

A = interference   B = displacement   C = lack of consolidation

(c)   Outline what is meant by the following:
 	
  (i)   *episodic memory*;   *(2 marks)*
 	
  (ii)   *procedural memory*.   *(2 marks)*

[AO1 = 4, AO2 = 0]

(i)   Memory for life events; personal experiences; autobiographical memory (1) plus elaboration which could be any of the following: linked to space and time; a type of 'knowing that'; a part of what is stored in long term memory; often sequential; (or similar) or an example (1).

(ii)   Memory for information which cannot be inspected consciously/memory for a motor skill/knowing how (1) plus elaboration which could be any of the following: a part of what is stored in long term memory; typically involve sequences of motor skills; (or similar) or an example, eg serving in tennis (1).

| (d) | Describe and discuss the multi-store model of memory. | *(10 marks)* |

[AO1 = 5, AO2 = 5]

AO1   Up to 5 marks for description with 1 mark for naming **two** stores and 1 mark each for accurate information about the characteristics (duration, capacity and coding) of each store, linear/information processing model, related types of forgetting, transfer from sensory to STM via attention, and for description of rehearsal loop. Up to 3 of these marks can be credited for the same information conveyed by an accurately labelled diagram.

AO2   Up to 5 marks for:
Analysis which might include interpretation of primacy and recency effects in serial position studies; of the nature of deficits in case studies of neurological damage.
Evaluation is likely to include criticisms of aspects of the model by comparison with later work, such as arguments that the STS and LTS are not unitary stores, and that rehearsal is not a complete explanation of transfer to LTM. Use of empirical evidence to illustrate, support or refute the model.

A wide range of studies are relevant here, Murdock (1962) Glanzer and Cunitz (1966), Peterson and Peterson (1959) Craik and Watkins (1973) , Conrad (1963/4), Baddeley (1966), Milner et al (1978), Blakemore (1988) Craik and Tulving (1975), Hyde and Jenkins (1973), and Working Memory studies such as Baddeley, Thomson and Buchanan (1975), Hoosain and Salili (1988).

Mark Bands

10 – 8 marks   **Good answers**

Detailed and accurate description of the model, together with sound evaluation based on theory and/or studies. At the top of the band, evaluation is balanced, ie refers to strengths as well as criticisms. Mostly relevant, with little misunderstanding.

7 – 4 marks   **Average answers**

Answers giving recognisable descriptions of the model, but with some inaccuracy, or which contain little effective evaluation. In the bottom half of the band answers might be purely descriptive.

3 – 1 marks   **Poor answers**

Answers in this band will contain some of the information required, but might be very brief, confused or marred by serious inaccuracy and or extensive irrelevance.

Total A01 marks for Question 6 = 11
Total A02 marks for Question 6 = 9
Total marks for Question 6 = 20

7   **Total for this question: 20 marks**

(a)	Outline what psychologists mean by *insight learning*. *(2 marks)*

[AO1 = 2, AO2 = 0]

Any two marks from: (Learning resulting from the) sudden (1) restructuring of a problem (1) after an incubation period/after withdrawing attention from the problem (1). Alternatively, credit one of these points if made using an example.

(b)	Name **two** types of reasoning. *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark each for any two from: inductive; deductive; probabilistic. Accept syllogistic; heuristic; algorithmic.

(c)		Explain whether or not **each** of the examples below is an example of language. Refer to criteria for language in your answers.
	(i)	A dog communicates aggression to another dog by snarling and baring his teeth. *(3 marks)*
	(ii)	Sylvie and Paul are both deaf, and use British Sign Language. With rapid movements of her hands, Sylvie suggests to Paul that they both go to Australia next December, when it will be warm. *(3 marks)*

[AO1 = 2, AO2 = 4]

1 (A01) mark each (up to 2) for identifying criteria for language. 4 (A02) marks for explanation which should include correct application of criteria.

Likely answers: (A02 marks indicated, 1 AO1 mark should be awarded if relevant criterion indicated here in italics is given)

(i)   This is not language (1) because the actions are not *arbitrary symbols* or *words*; the communication does not show *displacement*; is *limited to the here and now*; does not show *structural relationships* or *grammar* (1).

(ii)   This is language (1) because the signs are *arbitrary symbols*; talking about Australia shows *displacement*; shows *structural relationships* or *grammar* (1).

| (d) | Describe and discuss Whorf's view of the relationship between language and thought. Refer to empirical evidence in your answer. *(10 marks)* |

[AO1 = 5, AO2 = 5]

AO1   5 marks for identifying linguistic relativity (1) including the strong version/linguistic determinism (1) as the view that language determines our concepts and therefore our ability to think (1) and the weak version (1) that language affects perception/memory (1) including up to 3 marks for accurate detail of studies (1 each).

AO2   5 marks
Evaluation might include:
Statements about the implications of studies which support/refute the theory;
Methodological criticisms of those studies;
Theoretical criticisms such as the point that thinking without language is possible (eg visual or acoustic imagery); Whorf's use of anecdotal evidence.
Statements of alternative theories provided they bear on the validity of Whorf.

Likely studies are those of Carroll and Casagrande (1958), Brown and Lenneberg (1954), Carmichael, Hogan and Walter (1932), Berlin and Kay (1969), Heider and Oliver (1972), Rosch (1973), Bornstein et al (1976), Luria and Yudovich (1956), Robertson et al (cited in Hanlon, 1999), Newstead (1995), Pinker (1997), Corrigan (1978), Sinclair-de-Zwart (1969).

No evidence of studies - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

         Accurate description of the theory, several relevant studies described including at least one which supports and one which refutes the strong version. Additional evaluation (such as of methodology or theory) must be present to score in this band.

7 – 4 marks   **Average answers**

         Answer shows understanding of linguistic relativity hypothesis (though might not distinguish between strong and weak versions). In the top half of the band there will be some correct evaluation.
Answers in the bottom half of the band might contain inaccuracies, or be entirely descriptive.

3 – 1 marks   **Poor answers**

         Some understanding shown (possibly not explicit but by implication) of Whorf's theory.
Alternatively, some accurate information about relevant studies.

Total A01 marks for Question 7 = 11
Total A02 marks for Question 7 = 9
Total marks for Question 7 = 20

8   **Total for this question: 20 marks**

(a)	A researcher slightly altered pictures of the faces of famous people. This was done by changing the distance between the features on each face. Participants found it more difficult to recognise the altered faces than the originals. Briefly explain this finding and indicate whether it supports the feature analysis model or the holistic model of face recognition. *(3 marks)*

[AO1 = 0, AO2 = 3]

It supports the holistic model (1) because it shows that configuration/spacing affects face recognition/ involves not just features but the whole face (1) plus elaboration such as: even though the features themselves are unchanged/we have a template of the whole face (1).

(b)	Electro-convulsive therapy (ECT) can cause amnesia. Name **two** other causes of amnesia. *(2 marks)*

[AO1 = 2, AO2 = 0]

1 mark each for any two from: head trauma (or similar); brain surgery; brain disease: alcoholism/ Korsakoff's; Alzheimer's/dementia.

(c)	Describe **one** study in which amnesia was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. *(5 marks)*

[AO1 = 5, AO2 = 0]

Likely answers include case studies of H.M. and Clive Wearing, and experimental studies such as Yarnell & Lynch (1970) (concussion), Squire & Cohen (1982)(ECT), Bloom & Lazerson (1988) (Korsakoff's).

Note that the following are not studies of amnesia: studies of normal age-related changes in memory abilities such as Baddeley et al (1994) and Harris & Sutherland (1981). Equally, studies of repression are not relevant.

Where a case study is appropriate, the aim may be expressed as a general rationale, the method may be less structured and the results/conclusions expressed rather as a general outcome.
1 mark – why study was conducted (must go beyond the stem), eg by referring to the cause of amnesia, or the link with models of memory
1 mark - information about the method
1 mark – indication of results
1 mark – indication of conclusion to be drawn
1 mark - additional or extra detail (accept evaluative points here only if they add to the description of the study in some way)

(d)   Stefan visits a therapist, complaining that he often feels depressed and worthless. The therapist mentions that many different experiences can lead to negative feelings, and tells Stefan about someone who had been kidnapped as a child and shut in the boot of a car. Soon after, Stefan becomes convinced that he too was kidnapped as a child in a similar way. Although he was previously not aware of this, he can now remember the colour of the car, and even the smell of petrol in the boot of the car.

Discuss whether or not recovered memories such as Stefan's are likely to be false.
Refer to empirical evidence in your answer.   *(10 marks)*

[AO1 = 4, AO2 = 6]

AO1   4 marks. 1 each for identifying different explanations (implanted memories, repressed memories), plus 1 each for description of these. Up to 2 marks can be awarded for accurate outlines of studies (1 each).
Relevant studies include Williams (1994), Loftus & Ketcham (1994). Accept other evidence such as Loftus & Palmer (1974) and the Piaget abduction anecdote.

AO2   6 marks for:
The use of evidence to support the effect of factors (eg the shopping mall study to support the false memory explanation).
Reasoned application of the two explanations to Stefan. (For example, Stefan remembers what the therapist said about the kidnapping, but links this with his own childhood, so creating false memories).
Evaluation of the two explanations (eg in terms of how well-supported by evidence).
Evaluation of the methodology of studies (eg Williams study flawed because some of the participants were very young when abused).

No evidence of studies - maximum 6 marks

Mark Bands

10 – 8 marks   **Good answers**

Answers which accurately describe, analyse and discuss both sides of the recovered/false memory debate. Answers are effectively linked to the scenario, and well-supported by empirical evidence.
Little inaccuracy or irrelevant material.

7 – 4 marks   **Average answers**

Answers which refer to the debate, but which are flawed in some way e.g. concentrate on one side of the debate, or contain significant inaccuracy, or fail to develop arguments.
At the bottom of the band answers might be purely descriptive.

3 – 1 marks   **Poor answers**

Answers which contain some relevant information, but which otherwise have little psychological content (analysis, application discussion), and might feature extensive irrelevance and common sense material.

Total A01 marks for Question 8 = 11
Total A02 marks for Question 8 = 9
Total marks for Question 8 = 20

ASSESSMENT OBJECTIVE GRID - PYB2: SOCIAL AND COGNITIVE PSYCHOLOGY

Section A Social Psychology

Question		Weighting for knowledge and understanding (A01)		Weighting for analysis and evaluation (A02)		Total marks
		Marks	Percentage	Marks	Percentage	
Q1	(a)	2		0		
	(b)	1		1		
	(c)	3		3		
	(d)	5		5		
Total		11	55	9	45	20
Q2	(a)	2		1		
	(b)	2		1		
	(c)	2		2		
	(d)	5		5		
Total		11	55	9	45	20
Q3	(a)	1		1		
	(b)	0		3		
	(c)	5		0		
	(d)	5		5		
Total		11	55	9	45	20
Q4	(a)	3		0		
	(b)	1		2		
	(c)	2		2		
	(d)	5		5		
Total		11	55	9	50	20

Section B Cognitive Psychology

Question		Weighting for knowledge and understanding (A01)		Weighting for analysis and evaluation (A02)		Total marks
		Marks	Percentage	Marks	Percentage	
Q5	(a)	2		0		
	(b)	2		1		
	(c)	2		3		
	(d)	5		5		
Total		11	55	9	45	20
Q6	(a)	2		1		
	(b)	0		3		
	(c)	4		0		
	(d)	5		5		
Total		11	55	9	45	20
Q7	(a)	2		0		
	(b)	2		0		
	(c)	2		4		
	(d)	5		5		
Total		11	55	9	45	20
Q8	(a)	0		3		
	(b)	2		0		
	(c)	5		0		
	(d)	4		6		
Total		11	55	9	45	20