

**Psychology**

General Certificate of Secondary Education **1989/02**

Paper 2

**Mark Scheme for June 2010**

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PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Question	Expected Answers	Marks	Rationale
<b>Source A: Aspects of Morality</b>			
1	<div data-bbox="376 309 1256 652" style="border: 1px solid black; padding: 5px;"> <p>Every now and again, there are cases of young children committing serious crimes, such as murder or robbery. When they do, it often starts a debate about whether children understand right from wrong. English law says that a child under the age of 10 cannot be charged with a crime.</p> <p>Piaget said that 10 year old children have the same morality as an adult. He believed that these have entered the autonomous stage of moral development. Before this stage, children's morality has not developed properly and they are in the heteronomous stage of moral development.</p> </div> <p>From the Source:</p>		
	<p><b>(a)</b> Identify <b>one</b> example of a serious crime committed by children.</p> <p><b>1 mark for 'murder' or 'robbery' or something of same meaning.</b></p>	<b>1 x AO2</b>	
	<p><b>(b)</b> Name the stage of moral development that children enter at the age of 10.</p> <p><b>1 mark for 'autonomous'</b></p>	<b>1 x AO2</b>	

Question	Expected Answers	Marks	Rationale
2	<p>From the list below, identify three features of the heteronomous stage of morality.</p> <p>Tick <b>three</b> of the boxes to show your answers.</p> <p>Children think more about the consequences of actions. <input checked="" type="checkbox"/></p> <p>Children think more about the intentions of actions. <input type="checkbox"/></p> <p>Children think laws will never change. <input checked="" type="checkbox"/></p> <p>Children understand laws can change. <input type="checkbox"/></p> <p>Children believe that punishment should fit the crime. <input type="checkbox"/></p> <p>Children believe that crimes should be punished as much as possible. <input checked="" type="checkbox"/></p> <p><b>1 mark for each correctly ticked box as shown above.</b>  <b>NB If more than 3 boxes ticked then deduct one mark for each extra box ticked.</b></p>	3 x AO1	
3	<p>Kohlberg suggested <b>three</b> levels of moral development. The first level was pre-conventional morality.</p> <p>Name Kohlberg's other <b>two</b> levels of moral development.</p> <p><b>1 mark for 'conventional'</b>  <b>1 mark for 'post conventional'</b>  <b>NB Answers can be presented in either order.</b></p>	2 x AO1	<p><b>Do not credit the single word answer 'post'</b></p>


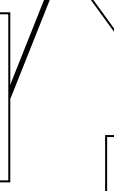
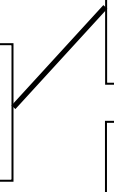
Question	Expected Answers	Marks	Rationale
4	<p>Identify whether the following statements are true or false.</p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <span>TRUE</span> <span>FALSE</span> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <span>TRUE</span> <span>FALSE</span> </div> <p><b>(a)</b> Gilligan criticised Kohlberg for being gender biased.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <span>TRUE</span> <span>FALSE</span> </div> <p><i>1 mark for 'true'</i></p> <p><b>(b)</b> Gilligan argued that girls had better moral development than boys.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <span>TRUE</span> <span>FALSE</span> </div> <p><i>1 mark for 'false'</i></p>	2 x AO1	No credit is to be given if both are circled in the same response.
5	<p>Explain <b>one</b> disadvantage of using a case study in psychological research.</p> <p><i>1 mark for a brief or basic response eg "it only looks at one person", "its not very scientific", "researchers get too involved"</i></p> <p><i>2 marks for a more developed or detailed response eg "because samples are small (1) it's hard to make generalisations (1)"</i></p> <p><i>eg "you cannot really establish cause and effect (1) because of the lack of control"</i></p> <p><i>eg "researchers get too involved (1) making findings biased (1)"</i></p>	2 x AO2	Do not credit the idea that case studies are time consuming nor issues related to expense.

Question	Expected Answers	Marks	Rationale
6	<p><b>(a)</b> Describe the social learning theory of moral development.</p> <p><i>Credit 1 mark for each clear and accurate feature of this theory eg role of observation, role of imitation, reference to role models, effect of reinforcement, internalisation.</i></p> <p><i>If a feature is well described and developed it can earn up to 2 marks eg “children learn morals from role models (1) who are people that they identify with (1)”, “moral behaviour may increase through reinforcement (1) but may decrease if punished (1)”</i></p> <p><i>Only award full marks if description is coherent and detailed. Only award full marks if SLT has been explicitly applied to morality otherwise award a maximum of 4 marks.</i></p>	5 x AO1	<p><b>Candidates may choose to describe SLT using the concepts of Attention / Retention / Reproduction / Motivation. This is equally creditworthy.</b></p> <p>If candidate describes a study into SLT e.g. the Bobo doll study, credit any relevant use of terms, otherwise maximum 1mark (for relevant study).</p> <p>If awarding 3 or more marks, there must be some level of description, not just a listing of terms.</p> <p>Examples of morality are not creditworthy in themselves, but allow the candidate to access full marks.</p> <p>It is appropriate to export/import AO1/ AO2 marks between responses to parts (a) and (b)</p>
	<p><b>(b)</b> Outline <b>one</b> criticism of the social learning theory of moral development.</p> <p><i>1 mark for a brief or basic criticism eg “it ignores nature”, “how come bad behaviour continues even if punished?”, “it can’t explain how morality develops in stages”, “the theory is based on artificial evidence”</i></p> <p><i>2 marks for a more developed and detailed response eg “it focuses too much on behaviour (1) ignoring the cognitive part of morality”, “our sense of right and wrong may be instinctive (1) rather than something we have to learn (1)”, “it can’t explain how morality develops in stages (1) as it suggests how your morality develops will vary depending on experience (1)”</i></p>	2 x AO2	<p>If the criticism given is a general criticism of SLT, it can be awarded 2 marks.</p> <p>If candidate is criticising a study this criticism must be related to the theory itself to gain any credit.</p>

Question	Expected Answers	Marks	Rationale
<b>Source B: Perception</b>			
7	<div data-bbox="371 304 1296 715" style="border: 1px solid black; padding: 5px;"> <p>The following conversation took place between a student and her Art teacher.</p> <p>Student: I'm not happy with my drawing. It doesn't look right.</p> <p>Teacher: How about using more depth cues to make it look more 3-dimensional?</p> <p>Student: I have tried to use linear perspective.</p> <p>Teacher: I can see that. You have done a good job. But what other cues could you use?</p> <p>Student: Do you mean things like texture gradient and superimposition?</p> <p>Teacher: Exactly.</p> </div> <p>From the Source:</p>		
	<p><b>(a)</b> State why the teacher said that the student should use more depth cues.</p> <p><b>1 mark for 'to make it look more 3-dimensional' or similar response. Can accept '3D' instead of 3-dimensional.</b></p>	1 x AO2	
	<p><b>(b)</b> Name <b>one</b> depth cue.</p> <p><b>1 mark for linear perspective, texture gradient or superimposition, or for an alternative name for any one of these cues eg overlapping for superimposition</b></p>	1 x AO2	<p><b>Do not credit any depth cue that is not in the source.</b></p> <p><b>It needs to be the full term for credit, e.g. 'texture gradient' and not just 'texture'</b></p>

Question		Expected Answers	Marks	Rationale								
8		<p>From the list below, identify the <b>two</b> applications of research into depth perception.</p> <p>Tick <b>two</b> of the boxes to show your answers.</p> <table><tr><td>Coaching for tennis players</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Making TV adverts memorable to customers</td><td><input type="checkbox"/></td></tr><tr><td>Revision aids for students</td><td><input type="checkbox"/></td></tr><tr><td>Training for airline pilots</td><td><input checked="" type="checkbox"/></td></tr></table> <p><b>1 mark for each correctly ticked application as shown above.</b> <b>If more than two applications ticked then no credit.</b></p> <p><b>For each extra boxed ticked above the maximum of two, remove one mark</b></p>	Coaching for tennis players	<input checked="" type="checkbox"/>	Making TV adverts memorable to customers	<input type="checkbox"/>	Revision aids for students	<input type="checkbox"/>	Training for airline pilots	<input checked="" type="checkbox"/>	2 x AO2	
Coaching for tennis players	<input checked="" type="checkbox"/>											
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Question	Expected Answers	Marks	Rationale
9	<p>There are <b>three</b> main visual constancies.</p> <p>Look at the following diagram.</p> <p>Draw a line from each type of constancy to its example.</p> <p>The first one is done for you.</p> <p>TYPE OF CONSTANCY      EXAMPLE</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">Colour</div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">  </div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">When a revolving door rotates it will still be perceived as a rectangle.</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">Shape</div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">  </div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">When a white car is parked under a street light it will still be perceived as white.</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">Size</div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">  </div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">When a person walks into the distance she will still be perceived as the same height.</div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">When an illusion is presented it can be perceived in one of two ways.</div> </div> <p><b>1 mark for each correctly matched box as shown above.</b></p> <p><b>For each extra line drawn, above the maximum of two, deduct one mark.</b></p>	2 x AO1	<p><b>For each extra line drawn, above the maximum of two, deduct one mark.</b></p>

Question	Expected Answers	Marks	Rationale
10	<p>The role of <b>nature</b> in perception has been investigated using research such as infant (neonate) studies and deprivation studies.</p> <p>(a) Describe <b>one</b> study into the role of <b>nature</b> in perception.</p> <p><i>Credit 1 mark for each clear and accurate feature (eg aim, method, design, procedure, sample, finding, conclusion) of a relevant study eg Gibson &amp; Walk's visual cliff, Fantz's experiment into preferences for patterns, Bower's experiment into size constancy using boxes. Research must investigate physical perception. Only award full marks if description is coherent and detailed. Only award full marks if both methodology and findings/conclusion are covered.</i></p>	4 x AO1	<p><b>Drawings of apparatus can be credited were it helps to make the study clearer e.g. Gibson and Walk.</b></p> <p><b>Do not credit reference to the terms 'neonate/infant (or baby)' or 'deprivation' as these are referred to in the question.</b></p> <p><b>It is appropriate to export/import AO1/ AO2 marks between responses to parts (a) and (b)</b></p>
	<p>(b) Outline <b>one</b> criticism of this study.</p> <p><i>1 mark for a brief, basic or general response eg "babies might be caused distress", "babies don't understand what is going on", "may not be confidential" "babies cannot communicate their perception"</i></p> <p><i>2 marks for a more developed or detailed response eg "babies don't understand what is going on (1) so cannot withdraw themselves (1)", "because babies had to be able to crawl (1) they may have experienced depth (1)", "unusual circumstances(1) cannot be generalised to typical circumstances (1)"</i></p>	2 x AO2	<p><b>Criticisms can be methodological or ethical, but do not credit the term "unethical" by itself without an explanation.</b></p> <p><b>Although unlikely, it is possible to credit part (b) if there is no creditworthy response to part (a) if the criticism can be linked to an identifiable study, e.g. candidate may not describe a neonate study but make a valid generic criticism about using neonates.</b></p>

Question	Expected Answers	Marks	Rationale
11	<p>(a) The role of <b>nurture</b> in perception has been investigated using research such as cross-cultural studies and readjustment studies.</p> <p>Describe <b>one</b> study into the role of <b>nurture</b> in perception.</p> <p><i>Credit 1 mark for each clear and accurate feature (eg aim, method, design, procedure, sample, finding, conclusion) of a relevant study eg Hudson's study of African tribe's perception of a hunting scene, Seagall's study of the effect of culture on the Muller Lyer illusion. Research must investigate physical perception. Only award full marks if description is coherent and detailed. Only award full marks if both methodology and findings/conclusion are covered.</i></p>	4 x AO1	<p><b>Drawings can be credited were it helps to make the study clearer e.g. Hudson's hunter picture.</b></p> <p><b>Do not credit reference to the terms 'cross-cultural' or 'readjustment' as these are referred to in the question.</b></p> <p><b>It is appropriate to export/import AO1/AO2 marks between responses to parts (a) and (b)</b></p>
	<p>(b) Outline <b>one</b> criticism of this study.</p> <p><i>1 mark for a brief, basic or general response eg "ethnocentrism", "other cultures may not know what they are consenting to", "readjustment studies are often conducted on only one person".</i></p> <p><i>2 marks for a more developed or detailed response eg "it can be difficult to know what other cultures can perceive (1) because of language barriers (1)", "Stratton was the only person to try out the goggles (1) making it difficult to generalise (1)", "Stratton adjusted back to his normal environment very early (1) which shows this type of perception is more normal (1)".</i></p>	2 x AO2	<p><b>Criticisms can be methodological or ethical, but do not credit the term "unethical" by itself without an explanation.</b></p> <p><b>Although unlikely, it is possible to credit part (b) if there is no creditworthy response to part (a) if the criticism can be linked to an identifiable study, e.g. candidate may not describe a cross-cultural study but make a valid generic criticism about their methodology.</b></p>

Question	Expected Answers	Marks	Rationale
<b>Source C: Stress</b>			
<b>12</b>	<p>A group of psychologists wanted to investigate whether noise was a cause of stress. They decided to carry out a field experiment in real factories. They compared workers from a noisy factory with workers from a quiet factory.</p> <p>The psychologists found that the workers from the noisy factory:</p> <ul style="list-style-type: none"> <li>• had higher blood pressure;</li> <li>• had more days off sick;</li> <li>• reported less job satisfaction.</li> </ul> <p>They concluded that the workers from the noisy factory had higher levels of stress than those in the quiet factory.</p>		
	<p>From the Source;</p> <p><b>(a)</b> State the <b>method</b> used by the psychologists.</p> <p><b>1 mark for 'field experiment', 'experiment', 'field study'</b></p>	<b>1 x AO2</b>	<b>Do not credit the term "field" alone.</b>
	<p><b>(b)</b> Give the conclusion of the study.</p> <p><b>1 mark for 'workers from the noisy factory had higher levels of stress (than those in the quieter factory)' or similar statement</b></p>	<b>1 x AO2</b>	<p><b>Credit can be given if levels of stress in only noisy or quiet factory are referred to.</b></p> <p><b>The conclusion must refer to stress levels rather than measures e.g. blood pressure</b></p>

Question		Expected Answers	Marks	Rationale				
13		<p>Complete the table below to show the independent variable (IV) and <b>one</b> of the dependent variables (DV) in the study in Source C.</p> <p>Choose your answers from the following list:</p> <ul style="list-style-type: none"><li><i>amount of job satisfaction</i></li><li><i>level of noise</i></li><li><i>number of factory workers</i></li></ul> <table><tr><td>Independent Variable (IV)</td><td><b><i>level of noise</i></b></td></tr><tr><td>Dependent Variable (DV)</td><td><b><i>amount of job satisfaction</i></b></td></tr></table> <p><b>1 mark for each correct response as shown in the table above.</b></p>	Independent Variable (IV)	<b><i>level of noise</i></b>	Dependent Variable (DV)	<b><i>amount of job satisfaction</i></b>	2 x AO2	If candidate puts more than one answer in a box, do not credit.
Independent Variable (IV)	<b><i>level of noise</i></b>							
Dependent Variable (DV)	<b><i>amount of job satisfaction</i></b>							
14		<p>Identify which type of <i>experimental subjects design</i> was used in the study in Source C.</p> <p>Tick <b>one</b> of the boxes below to show your answer.</p> <p>Independent groups design <input checked="" type="checkbox"/></p> <p>Repeated measures design <input type="checkbox"/></p> <p><b>1 mark for ticking ‘independent groups’ as shown above.</b> <b>If both responses ticked, then no credit given.</b></p>	1 x AO2					

Question	Expected Answers	Marks	Rationale
15	<p>The study in Source C used real factories.</p> <p>Outline <b>one</b> advantage of carrying out research in real environments.</p> <p><b>1 mark for a brief or basic response eg “ecological validity”, “findings are more real-life”</b></p> <p><b>2 marks for a more detailed and developed response eg “it is more ecologically valid (1) because the environment is true to life (1)”, “in natural environments (1) you get more valid responses (1)”</b></p>	2 x AO2	
16	<p>Source C gives noise as one cause of stress.</p> <p>Give <b>three</b> other causes of stress other than noise.</p> <p><b>1 mark for each clearly identified cause of stress. Likely answers include heat, crowding, architecture, pollution, stressful life events.</b></p> <p><b>Do not double credit similar responses eg heat and temperature. Candidates can gain credit for individual stressful life events eg death of spouse, divorce, jail term.</b></p>	3 x AO1	<p><b>Rule of Thumb: Causes to be credited if they can be linked to danger, threat or change.</b></p> <p>Psychological states e.g. depression, are not a cause of stress, so do not credit,</p> <p>Do not credit the term “pressure”.</p> <p>Do not credit “threatening events” as this appears in Q17.</p>
17	<p>Complete the paragraph below.</p> <p>Choose a different word for each gap from the following list.</p> <p><b>biological      psychological      tension      threatening</b></p> <p><i>“Stress is a state of <b>tension</b>. It is a response to a <b>threatening</b> event. Some signs of stress are <b>psychological</b>, such as aggression and problems concentrating. Other signs are <b>biological</b>, such as feeling sick and trembling.”</i></p> <p><b>1 mark for each correctly placed response as shown above.</b></p>	4 x AO1	

Question		Expected Answers	Marks	Rationale
18	(a)	<p>Outline <b>one</b> way of measuring of stress.</p> <p><i>Responses can focus on physiological measures (eg heart rate, blood pressure, voice stress analysers, blood tests) or psychological measures (eg questionnaires, observations, diaries).</i></p> <p><i>1 mark for a brief or basic response eg “heart rate”, “taking blood pressure”, “measuring amount of sweat”, “doing an observation”, “getting someone to write down about their stress levels”</i></p> <p><i>2 marks for a developed and detailed response eg “taking blood pressure (1) by using an inflatable band on the arm (1)”</i></p> <p><i>eg “measuring heart rate (1) to see how high it is (1)”</i></p> <p><i>eg “carrying out blood tests (1) to measure the level of cortisol (1)”</i></p> <p><i>eg, “using a questionnaire (1) to ask about people’s stress levels (1)”</i></p> <p><i>eg “observing someone (1) after making them do a stressful task (1)”</i></p>	2 x AO1	<p><b>Do not credit the use of ‘experiment’ unless the candidate specifies what measures are used in the experiment.</b></p> <p><b>It is appropriate to export/import AO1/ AO2 marks between responses to parts (a) and (b)</b></p>

Question	Expected Answers	Marks	Rationale
	<p><b>(b)</b> Outline <b>one</b> criticism of this way of measuring stress.</p> <p><i>1 mark for a brief or basic response eg “heart rate may be high for other reasons”, “people can lie in questionnaires”</i></p> <p><i>2 marks for a developed and detailed response eg “heart rate monitors may be unreliable (1) because they may be measuring ill health rather than stress levels (1)”, “self-report are only valid (1) if people have insight into their own stress levels (1)”, “other factors may affect heart rate (1) such as a heart condition (1)”, “measuring stress may add to stress (1) making readings unreliable (1)”</i></p> <p><i>The criticism must relate to the way of measuring stress described in (a). However, general criticism are creditworthy where they apply eg “if people know they are being tested (1) then they may respond differently from normal (1)”.</i></p> <p><i>If there is no answer to (a) or the response to (a) scores zero, then (b) can still be credited where the criticism can be attributed to a way of measuring stress.</i></p>	2 x AO2	



Question	Expected Answers	Marks	Rationale
<b>Source D: Memory</b>			
19	<p data-bbox="275 285 353 788">(a)</p> <div data-bbox="365 309 1296 748" style="border: 1px solid black; padding: 5px;"> <p>Freud's theory of motivated forgetting states that it is possible to hold memories in the unconscious part of the mind. They are often traumatic memories that a person is trying to protect themselves from.</p> <p>These memories can be accessed at a later date through psychotherapy. However, some psychologists argue that recovered memories may actually just have been put there by therapists.</p> <p>Researchers have shown that it possible to convince participants that they got lost in a shopping centre when they were children. In fact, this event never really happened.</p> </div> <p>From the Source;</p> <p>Identify where memories are held according to Freud's theory of motivated forgetting.  <b>1 mark for 'unconscious (part of mind)'. Accept 'subconscious' but not 'back of mind' or similar response</b></p>	1 x AO2	
	<p data-bbox="275 995 353 1027">(b)</p> <p>Give the event that participants were convinced had taken place.  <b>1 mark for 'being lost' or similarly worded response</b></p>	1 x AO2	Do not credit "shopping" alone as the event.

Question	Expected Answers	Marks	Rationale
20	<p>Motivated forgetting is one theory of forgetting. Name <b>two</b> other theories of forgetting.</p> <p><b>1 mark for each identifiable theory of forgetting. Likely responses include displacement, (trace) decay, interference, cue dependent forgetting (retrieval failure).</b>  <b>Candidates can receive credit for describing rather than naming a theory eg “when memories fade over time”, “when data gets pushed out”, “we forget things because they don’t have meaning”</b>  <b>Do not double-credit the same theory</b>  <b>eg do not credit both cue dependent forgetting and context dependent forgetting</b>  <b>eg do not credit both cue dependent forgetting and retrieval failure</b>  <b>eg do not credit both trace decay and ‘lack of rehearsal’</b>  <b>eg do not credit both displacement and ‘running out of space’</b>  <b>eg do not credit both retroactive interference and proactive interference</b></p>	2 X AO1	<p><b>Do not credit causes of forgetting</b>  eg brain damage, Alzheimer’s, alcohol, stress, amnesia, etc</p> <p><b>Do not credit partially named theories eg</b>  “cues”, “trace”, “retroactive”</p>
21	<p>Label the two empty boxes in the following diagram to show the <i>stages</i> of memory.</p> <div style="text-align: center;"> <p>Stage 1                      Stage 2                      Stage 3</p> <pre> graph LR     S1[encode/encoding] --&gt; S2[store/storing/storage]     S2 --&gt; S3[retrieval] </pre> </div> <p><b>1 mark for each correctly labelled box as shown above.</b></p>	2 x AO1	

Question	Expected Answers	Marks	Rationale
22	<p>Outline <b>one</b> way of aiding memory.</p> <p><i>1 mark for identifying a memory aid eg method of loci, mind map, organisation, use of imagery, chunking, use of cues, etc.</i></p> <p><i>Plus 1 mark for an outline or example of that memory aid or brief explanation of how it works eg “method of loci (1) means associating things to remember with a well-known route (1)”, “use of acronyms (1) such as ‘Never Eat Shredded Wheat’ to remember the order of the points of a compass (1)”</i></p> <p><i>Alternatively 2 marks can be awarded for a detailed description of a memory aid even if it is not named eg “where someone learns information in for an exam wearing a particular jumper (1) then they wear that jumper to the exam to help trigger their memories (1)”</i></p>	2 x AO1	

Question	Expected Answers	Marks	Rationale
23	<p data-bbox="342 221 1305 285">[6 marks are available for the quality of written communication in this question.]</p> <p data-bbox="342 325 1305 389"><b>(a)</b> Describe Atkinson and Shiffrin's two process (multi-store) model of memory.</p> <p data-bbox="342 429 1305 525"><b>1-3 AO1 marks:</b> <i>A basic outline of the model is offered, which may contain some inaccuracies. The model can be described in a common-sense way.</i></p> <p data-bbox="342 564 1305 660"><b>4-6 AO1 marks:</b> <i>An adequate description of the model is offered, but it may contain a small number of inaccuracies. The model should be described using appropriate terminology.</i></p> <p data-bbox="342 700 1305 796"><b>7-8 AO1 marks:</b> <i>A clear and accurate description of the model is offered, with some coherency. The model is described using appropriate terminology.</i></p>		<p data-bbox="1476 253 2074 421"><b>To award in top band, the description must give an overview of the entire model. but full credit can be given for a description that starts at the STM rather than the sensory store.</b></p>

Question	Expected Answers	Marks	Rationale
23	<p data-bbox="342 221 495 253">(a) <i>Continued</i></p> <p data-bbox="342 293 1305 453"><i>Credit 1 mark for each clear and accurate feature of Atkinson &amp; Shiffrin's model eg role of attention, role of rehearsal, more than one store, references to capacity/space for each store, references to time/duration for each store, references to different types of coding, transfer between stores.</i></p> <p data-bbox="342 493 1294 628"><i>Up to 3 marks may be awarded for a well developed description of a feature eg "the STM and LTM differ in capacity (1) with STM holding an average of 7 chunks of information (1) and LTM having an unlimited capacity (1)"</i></p> <p data-bbox="342 668 1294 756"><i>eg "it suggests the memory system is made up more than one store (1) mainly the short-term and long-term memory (1) which differ in terms of the duration for which they hold information (1)"</i></p> <p data-bbox="342 764 1218 860"><i>If the candidate offers a diagram instead of or in support of the description of the model this can be awarded up to 3 marks depending on level of detail and accuracy.</i></p>	8 x AO1	<p data-bbox="1476 221 2074 357">Credit description of a study where it uses relevant terms. Where study contains no terms, maximum 1 mark for a that supports the two process model.</p> <p data-bbox="1476 397 2024 453">Only credit 1 mark for naming of stores (not 1 mark for each store named).</p> <p data-bbox="1476 493 2063 596">If candidate demonstrates the direction of information processing in description (or through diagram) then credit 1 mark.</p> <p data-bbox="1476 636 2074 1027">If the candidate offers a diagram instead of or in support of the description of the model this can be awarded up to 3 marks depending on level of detail and accuracy. However, do not double-credit details that occur in both a description and the diagram. For example, candidates may receive credit for labelling of stores and processes in the diagram, but, for example, would have to describe the differences between the stores to receive further credit.</p> <p data-bbox="1476 1035 2074 1203">Where both diagram and description offer the same information, then credit the latter as the essay primarily requires candidate to describe so this should enable them to score a higher mark.</p> <p data-bbox="1476 1243 2024 1331">It is appropriate to export/import AO1/ AO2 marks between responses to parts (a) and (b)</p>

Question	Expected Answers	Marks	Rationale
(b)	<p>Suggest criticisms of this model of memory.</p> <p><i>1 x AO2 mark can be awarded for each brief or basic criticism of the model, or up to 4 marks can be awarded for one well elaborated criticism.</i></p> <p><i>For example, the following criticisms would be awarded full marks:</i></p> <p><i>“The multi-store model is too rigid (1) and therefore ignores individual differences in memory (1). It also puts too much emphasis on the role of rehearsal in memory (1) and does not really consider the importance of giving things meaning to help us remember them (1)”</i></p>		<p><b>It is appropriate to export/import AO1/ AO2 marks between responses to parts (a) and (b)</b></p>

Question	Expected Answers	Marks	Rationale																																			
(b)	<p><b><i>Continued</i></b></p> <p><b><i>NB Evidence for the two-process model (eg Murdoch) can be credited as AO1 or AO2 depending on what the candidate has already been awarded. Evidence against the model has to be credited as AO2 however.</i></b></p> <p><b><i>Plus 1-6 marks for quality of written communication, as follows:</i></b> <b><i>0 marks: no use of psychological terminology and very low literacy levels.</i></b> <b><i>1-2 marks: minimal use of psychological terminology and poor level of literacy.</i></b> <b><i>3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.</i></b> <b><i>5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.</i></b></p> <p><b><u>Distribution of marks</u></b></p> <table><tr><th>SECTION</th><th>AO1</th><th>AO2</th><th>QoWC</th><th>TOTAL</th></tr><tr><td>A</td><td>12</td><td>6</td><td>0</td><td>18</td></tr><tr><td>B</td><td>10</td><td>8</td><td>0</td><td>18</td></tr><tr><td>C</td><td>9</td><td>9</td><td>0</td><td>18</td></tr><tr><td>D</td><td>14</td><td>6</td><td>6</td><td>26</td></tr><tr><td>TOTAL</td><td>45</td><td>29</td><td>6</td><td>80</td></tr><tr><td>PERCENT</td><td>56%</td><td>36%</td><td>8%</td><td>100%</td></tr></table>	SECTION	AO1	AO2	QoWC	TOTAL	A	12	6	0	18	B	10	8	0	18	C	9	9	0	18	D	14	6	6	26	TOTAL	45	29	6	80	PERCENT	56%	36%	8%	100%	4 x AO2	
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**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

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**14 – 19 Qualifications (General)**

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