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Mark Scheme Results
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GCE

GCE Psychology (6PS01/01)

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General Guidance on Marking

Using the mark scheme

The mark scheme gives:
- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

1 / means that the responses are alternatives and either answer should receive full credit.
2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
3 [ ] words inside square brackets are instructions or guidance for examiners.
4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 1: Social and Cognitive Psychology

Section A

Question Number	Question	
1.	The measurement obtained by adding up all the scores and dividing by the number of scores is known as the	
	Answer	Mark
	A mean B median C mode D range	**(1 AO3)**

Question Number	Question	
2.	Counterbalancing is used with the _____ _____ design to help overcome order effects.	
	Answer	Mark
	A independent groups **B repeated measures** C matched pairs D unrelated groups	**(1 AO3)**

Question Number	Question	
3.	Which of the following terms refers to the consistency of a test – a test that produces the same results on different occasions?	
	Answer	Mark
	A Validity B Counterbalancing **C Reliability** D Objectivity	**(1 AO3)**

Question Number	Question	
4.	In which **one** of the following examples would you be using an independent groups design?	
	Answer	Mark
	A You compare 20 boys with 20 girls on a reading test. B You test 10 participants on two different IQ tests and compare the results. C You investigate whether there is a link between a student's days off college and their achievement in exams. D You give 20 A level students a personality test and then re-test them the following week.	**(1 AO3)**

Question Number	Question	
5.	You are conducting an experiment testing memory but some of your participants have to cope with more noise than others. These _____ variables may affect your results.	
	Answer	Mark
	A participant B dependent **C situational** D experimenter	**(1 AO3)**

Question Number	Question	
6.	Which **two** of the following five statements would be examples of non-directional (two-tailed) hypotheses?	
	Answer	Mark
	A Older people are more forgetful than younger people. **B People will treat members of their in-group differently to members of an out-group.** C Boys are more aggressive than girls. **D There will be a difference in levels of obedience between men and women.** E Recall of a list of words will improve if the list of words is rehearsed.	**(2 AO3)**

Question Number	Question	
7.	According to levels of processing theory, which **one** of the following types of processing should students use when revising?	
	Answer	Mark
	A Phonetic **B Semantic** C Structural	**(1 AO1)**

Question Number	Question	
8.	Discrimination is most accurately defined as	
	Answer	Mark
	A pre-judging someone before finding anything out about them. **B behaving differently towards someone from another group.** C believing that a member of another group is not as good as you. D stereotyping others based only on their appearance.	**(1 AO1)**

Question Number	Question	
9.	Which of the following is an illustration of moral strain?	
	Answer	Mark
	A Ali often forgets his homework and always gives his teacher a poor excuse because he does not care. B Jackie goes out with her friends because she thinks she deserves a night out after working hard all week. C Asmara helps an old man across the road because he is partially sighted and cannot see the traffic lights changing. **D Kazim has been asked to do something he believes to be wrong but does not want to disobey his father.**	**(1 AO1)**

Question Number	Question	
10.	A study investigating the role of context cues in remembering was carried out by	
	Answer	Mark
	A Hofling **B Godden and Baddeley** C Tajfel D Craik and Lockhart	**(1 AO1)**

Section B.

Question Numbers	General Instructions
11 - 14	**Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.** **If an evaluation point is made about a study NO credit for stating 'it lacked ecological validity'. In such cases if a technical term is used correctly and explained it can gain 2 marks, 1 mark for correct use of the technical term and 1 for the correct explanation.**

Question Number	Question	
11.	Complete the following table to show the findings of Milgram's 1963 study.	
	Answer	Mark
	<table><tr><th>Findings</th><th>Percentage (%)</th></tr><tr><td>Participants who continued 'shocking' to 300 volts</td><td>100% [+/- 5%] 'All of them'</td></tr><tr><td>Participants who continued 'shocking' to 450 volts</td><td>65% [+/- 5%] 'two-thirds'</td></tr></table>	**(2 AO1)**

Question Number	Question	
12.	Outline **one** of Milgram's variation studies of obedience.	
	Answer	Mark
	If more than one variation outlined mark all and credit the best. No separate ID mark. **Any generic descriptions max 1 mark.** Credit can be given to each/all of the following: • Aim • Procedure • Results **[+/- 5%]** • Conclusions e.g. influence of rebellious stooges • He aimed to see if disobedience from others influences behaviour/eq; • 3 teachers, two of which are confederates/stooges and one was a real participant/eq; • 1 confederate stopped at 150 volts and one went further/eq; • 1 confederate teacher stops at 150 volts, the 2nd teacher stops at 210 volts/eq; **(2marks)** • Only 10 % of participants went to 450 volts • This shows how levels of obedience can be influenced by others/eq; e.g. teacher forces learners hand onto shock plate	**(3 AO1)**

- To see if level of obedience increased or decreased when teacher and learner are in same room/eq;
- At each incorrect answer the victim was shocked only when the teacher forced his hand on a shock plate/eq
- At 150 volts, the learner refused to place his hand on the plate, and the experimenter ordered the subject to hold the victim's hand on the plate/eq;
- Twelve of forty subjects (30 %) forcibly held the victim's hand in place and continued to administer shocks up to the maximum 450 volts/eq;
- Obedience decreased (in relation to the original experiment) as the subject came into close proximity with the victim/eq;

e.g. experiment is supposedly conducted by a private research firm

- The experiment was conducted in an office suite in Bridgeport away from the University/eq;
- It was apparently conducted by a private research company/downtown office eq;
- All other aspects such as recruitment and payment were the same as in the original study/eq;
- 48% of the participants obeyed up to the maximum 450v shock/eq;
- This shows how the environment can influence levels of obedience/eq;

e.g. distant authority figure

- Too see if it is easier to resist the orders from an authority figure if they are not close by/eq;
- The experimenter instructed and prompted the teacher by telephone from another room/eq;
- Obedience fell to 20.5% and many participants cheated and missed out shocks or gave less voltage than ordered to/eq;
- This shows when the authority figure is close by then obedience is more likely/eq;

e.g. two teacher condition

- To see whether less personal responsibility increases obedience/eq;
- Participants could instruct an assistant teacher to press the switches/eq;
- The assistant teacher actually delivered the shocks while the senior teacher just read out the word list/eq;
- 95% (compared to 65% in the original study) shocked to the maximum 450 volts/eq;
- This shows how diffusion of responsibility can increase obedience/eq;

Look for other reasonable ways of expressing this answer

Question Number	Question	
13.(a)	What did Milgram mean by the agentic state?	
	Answer	Mark
	2 marks for a complete answer, 1 mark for a partial answer. A suitable example would serve as elaboration. • In an agentic state individuals give up their free will/eq; • In an agentic state individuals give up their free will e.g. a student gives up their free will in order to obey their teacher/eq;**(2 marks)** • In an agentic state they see themselves as an agent of others/eq; • In an agentic state they defer the responsibility of their actions to others/eq; • In an agentic state they give up their free will in order to follow instructions from an authority figure/eq; **two marks** • In an agentic state they give up their free will and see themselves as an agent of those in authority/eq; **two marks** **Look for other reasonable ways of expressing this answer**	**(2 AO1)**

Question Number	Question	
(b)	Evaluate Milgram's Agency Theory.	
	Answer	Mark
	1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point. Any problems with the research that support the theory can be credited as long as it shows how the theory lacks empirical support. **Max 1** mark per evaluation of each supporting study, e.g. 1 mark for Milgram and 1 mark for Hofling • The theory has real-life applications to explain obedience. For example it accounts for why so many soldiers in WWII followed orders without question/eq; **(1 mark)**. They saw themselves as agents for the person giving the orders, in this case Hitler/eq; **(1 mark)** • Ps in Milgram's experiment were seen to be following orders from the experimenter and had passed over responsibility for their actions/eq; **(1 mark)** • In Hoflings experiment the nurses became agents of the 'doctors' who were the authority/eq;**(1mark)** • However, in Migram's experiment both the task(giving electric shocks) and setting were artificial giving it low ecological validity/eq; **1 mark (2 marks)** • Agency theory cannot explain individual differences in obedience. Milgram has neglected the minority of participants who did *not* obey him/eq; **(1 mark)** 35% of ps did not go up to 450v. even though Milgram supposed they were in the same state at the start of the study as those that did obey the authority figure/eq; (**1 mark)** • The idea of an identifiable agentic state has proved very difficult to pin down/eq; **(1 mark)** Simply saying that someone is an agentic state because they obey and that they obey because they are in an agentic state is a circular argument/eq; **(1 mark)** **Look for other reasonable ways of expressing this answer**	**(4 AO2)**

Question Number	Question	
14. (a)	You will have studied one of the following studies in detail from the Cognitive Approach: Peterson and Peterson (1959) study of the role of interference Craik and Tulving (1975) study of levels of processing Ramponi et al (2004) study of age and levels of processing Describe **one** study from the list.	
	Answer	Mark
	One mark per descriptive point unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. The answer must describe one of the three specified studies or zero marks. If more than one study is described mark all and credit the best. Aim(s) Procedure(s) } Max 3 Results Conclusion(s) } Max 3 1 mark per process if named, defined and example provided. ONE list mark for the three processes if they are all correctly identified but not descibed. E.g. Craik and Tulving • Used an experimental method with a repeated measures design comparing three conditions – structural, phonetic and semantic/eq; • Participants did not initially know that it was a memory test and thought they just had to answer questions on a list of words/eq; • In reality, different types of questions were making participants use different levels of processing structural, phonetic and semantic/eq; • Words were presented to participants, each word was followed by a question which required a yes or no answer/eq; • Finally, participants were presented with the incidental memory test- incidental as they didn't originally know they were going to do it/eq; • Recall was measured through a recognition task where participants had to choose as many of the original words as they could amongst several others/eq; • 80% semantic 50% phonetic and 18% of structurally processed words were recalled./eq; **[percentages can be more or less similar provided are appropriately paired]** • The researchers had found that the deeper the processing the more durable the memory/eq; E.g. Ramponi et al **Max 2 marks** for description of the 4 LOP tasks (graphemic, phonemic, semantic and image) 1 list mark if they are	**(5 AO1)**

	all correctly identified but not described. • Compared older and younger adults on intentional associations cued-recall and incidental free-association tests/eq; • 48 older participants (retired persons mean age 71) and 48 younger participants (mean age 24) all from London formed the sample/eq; • Some participants were tested with weak associations e.g. table meal and some with strong associations e.g. table chair/eq; • Half of each group knew they would have to recall the words (intentional) and half did not know they would have to recall the words (incidental)/eq; • Younger and older participants were randomly assigned these groups with 24 ppts. receiving each test type/eq; • The effects of four LOP tasks (graphemic, phonemic, semantic, and image) on retention were measured for these four conditions/eq; • Participants studied 168 word pairs presented in the middle of a computer screen with the cue word on the left and the target word on the right • In the graphemic task participants decided which of the two words had more letters that extended above the main body of the word (e.g., b, f). In the phonemic task, they decided which word had more syllables/eq; • In the semantic task which word had the more pleasant meaning. In the image task they created an interactive image of the two words and decided which word was easier to include in the image/eq; • Semantic processing led to better recall for both weak and strong associations when the test of memory was intentional/eq • Younger ppts. recalled more words than older ppts. for both weak and strong associations/eq; • LOP and age effects occurred only for weak associations but not for strong associations when the test of memory was incidental/eq; E.g. Peterson and Peterson • Participants hear various trigrams such as XPJ only one trigram is presented on each trial • Immediately afterwards they are instructed to recall what they heard or to count backwards in threes out loud for some seconds/eq; • The function of this retention interval (counting backwards)is to act as a distracter task to prevent rehearsal/eq; • At the end of the time period (3,6,9,12,15,or 18 seconds) participants try and recall the trigram/eq; • The average percentage of correctly recalled trigrams was high with short delays but decreased as the delay interval increased/eq; • Nearly 70% was forgotten after only a 9 second interval and 90% after 18 seconds/eq; • In the absence of rehearsal then STM's duration is very short even with very small amounts of information/eq; • If a more difficult distracter task is used it can be made even shorter/eq;	

	Look for other reasonable marking points	

Question Number	Question	
(b)	Outline **one** strength and **one** weakness of the study you described in (a).	
	Answer	Mark
	The strength and weakness must come from the same study outlined in 14 (a) which must be one from the list. TE. If (a) is blank and (b) correctly gives a strength/weakness of one of the studies in the list then (b) can gain up to 4 marks. If (a) is incorrect and (b) evaluates a cognitive study that was described in (a) then **max 2 marks.** If (a) is incorrect but (b) evaluates a study from the list then **max 2 marks.** 1 point per marking point or for elaboration. First mark is for identifying the strength or weakness and second mark is for elaboration. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. 2 marks for an appropriate strength and 2 marks for an appropriate weakness. 1 mark for a partial answer and 2 marks when the answer is elaborated. If more than one strength or weakness mark all and credit the best as appropriate. E.g. Craik and Tulving Strength • The study does have a practical application to real life;/eq; **(1st mark)** Students can be taught to make notes which have meaning rather than just reading information that makes no sense to help them revise/eq; **(2nd mark)** • As a laboratory experiment the study has tight control of extraneous variables/eq; (**1st mark)** which also makes it more likely that the IV influenced the DV/eq; **(2nd mark)** Weakness • Even shallow processing could lead to better processing IF the material was distinctive/eq; **(1st mark)** There are ways of remembering information other than just its meaning/E.g. you may see something so distinctive that it creates a mental image/eq; **(2nd mark)** E.g. Ramponi Strength • There were very strong controls such as random allocation to either intentional or incidental association/order of word pairs/eq; **(1st mark)** meaning each participant had an equal chance of being selected/eq; **(2nd mark)** • The study is laboratory based with thorough details about procedure and strict controls so it would be replicable/eq;**(1st mark)** and easy to test for reliability/eq; **(2nd mark)**	**(4 AO2)**

	Weakness • There may still be individual differences, such as familiarity with the words / experimental procedure/eq **(1st mark)**, between the participants other than age which effect the DV/eq; **(2nd mark)** • The study was a laboratory experiment which looked at memory of word pairs which is not an everyday task/eq; **(1st mark)** and so suffers from low ecological validity/eq; **(2nd mark)** E.g. Peterson and Peterson Strength • The researchers had control over the variables which makes the study easier to replicate **(1st mark)** and so it can be tested for reliability/eq; **(2nd mark)** • The study does have supporting evidence from other studies **(1 mark)** e.g. Brown (1959) who also found that preventing rehearsal decreased recall/eq; **(2nd mark)** Weakness • The study was a laboratory experiment which looked at memory of nonsense trigrams which is not an everyday task/eq; **(1st mark)** and so suffers from low ecological validity/eq; **(2nd mark)** • Demand characteristics may seriously threaten the validity of the experiment/eq; **(1st mark)** Participants may try to behave in some way that they perceive as being helpful to the researcher/eq; **(2nd mark)** • There are too many problems with actually defining deep processing and why it is effective/eq; **(1st mark)** The findings are criticised for being circular /i.e. Material which has been deeply processed will be remembered better BUT you could say material is well remembered because it must have been processed deeply/eq; **(2nd mark)** **Look for other reasonable ways of expressing this answer**	

Question Number	Question	
15.(a)	As part of the course requirements for social psychology you will have conducted a survey (interview/questionnaire). Outline the alternative hypothesis of your survey and state whether it is directional (one-tailed) or non-directional (two-tailed).	
	Answer	Mark
	0 marks Either no mention of an alternative hypothesis or a very unclear prediction **1 mark** A **basic** alternative hypothesis so that the examiner can just about identify what was predicted. Weak IV or DV mentioned. **2 marks** A clear alternative hypothesis so that the examiner can identify and understand what was predicted **or** a basic alternative hypothesis with direction correctly stated. Both IV and DV are present. **3 marks** A **clear** alternative hypothesis so that the examiner can identify and understand what was predicted and has correctly stated its direction. Both IV and DV are present and appropriate to hypothesis.	**(3 AO3)**

Question Number	Question	
(b)	Outline **one** problem you came across when planning and/or carrying out the survey (interview/questionnaire).	
	Answer	Mark
	If there is more than one problem described mark all and credit the best up to full marks. No marks for solution of problem. **0 marks** A muddled answer with no clear problem outlined. No focus on the interview/questionnaire being described or no answer at all. **1 mark** One **appropriate** problem given such as interview/questionnaire may have suffered from demand characteristics or that some participants may not have responded truthfully to questions. Can be an ethical or practical problem including one with the procedure or sample. **2 marks** Answer clearly outlines one **appropriate** problem but candidate has also included some elaboration such as interview may have suffered from demand characteristics and the candidate has explained what this means). Candidate must refer to their own practical at least once e.g. 'my'. **Look for other reasonable marking points.**	**(2 AO3)**

Question Number	Question	
(c)	Explain how you might have addressed (or did address) this problem when planning and/or carrying out the survey (interview/questionnaire).	
	Answer	Mark
	If (b) is blank or incorrect but (c) correctly addresses and identifies a relevant problem **max 1 mark.** (T.E) **0 marks** A muddled answer with no clearly identifiable solution to the problem outlined. No focus on the interview/questionnaire being described or no answer at all. **1 mark** One appropriate solution to the problem given in (b) is addressed such as participants were left to fill out the interview/questionnaire on their own to prevent any demand characteristics **2 marks** Answer shows a clearly appropriate solution to the problem given in (b) with clear elaboration and explanation **Look for other reasonable marking points.**	**(2 AO3)**

Question Numbers	General Instructions
16 - 17	**Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.**

Question Number	Question	
16.	Explain why it might be preferable to use a research method that produces qualitative rather than quantitative data.	
	Answer	Mark
	If candidate explains why quantitative methods are better than qualitative methods then zero marks. Candidate can gain credit for applying question to their own study (but does not have to). • Qualitative methods conducted in more natural circumstances tend to produce more ecologically valid data as they are real life situations/eq; (**2 marks)** • Quantitative data produces narrow, unrealistic information which only focuses on small fragments of behaviour/eq; • Qualitative methods produces more rich detailed type of information/eq; • Qualitative methods enables the researcher to delve into the reasons behind their quantitative findings/eq; • Qualitative data can be broken down to quantitative data but not vice versa/eq; **Look for other reasonable marking points.**	**(4 AO3)**

Question Number	Question	
17.(a)	Social identity theory includes the concept of social comparison. What is meant by social comparison?	
	Answer	Mark
	2 marks for a complete answer, 1 mark for a partial answer. A suitable example would serve as elaboration. **0 marks** for social categorisation or social identification. • We compare our own group with others/eq; • Our group needs to compare well against others in order to maintain our self esteem/eq; **2 marks** • E.g. Manchester United fans will put Liverpool fans down to try and lower their self esteem and raise their own/eq; **Look for other reasonable marking points.**	**(2 AO1)**

Question Number	Question	
(b)	Evaluate social identity theory as an explanation of prejudice.	
	Answer	Mark
	1 mark per point/elaboration. Real life examples should be credited if they help illustrate a point. Evaluation using alternative theories can also be credited **max 1 mark.** Any problems with the research that support the theory can be credited as long as it shows how the theory lacks empirical support. **Max 1** mark per evaluation of each supporting study, e.g. 1 mark for Tajfel and 1 mark for Sherif and 1 mark for Lalonde • The theory has evidence from minimal group studies such as Tajfel who (1970) demonstrated that being part of a group is sufficient to lead to prejudice against people not within that group/eq; • However this particular study is a laboratory experiment which suffers from low ecological validity as it is carried out in an artificial setting/eq; • It underestimates the importance of individual differences, some people have a much greater tendency than others to favour in-group over out-group, depending on their personality/eq; • The theory can explain many real life phenomena such as football hooliganism where opposing fans will act as in groups and out groups /eq; • Sherif's Robbers Cave study provides further evidence for SIT in that the two groups showed prejudice before competition was introduced and showed in group favouritism/AND/OR reverse argument/eq; **Look for other reasonable marking points.**	**(4 AO2)**

Question Number	
***18.**	Describe and evaluate cue dependent theory of forgetting. Your evaluation **should** include: • Comparison with one other theory of forgetting • Strengths and/or weaknesses of the cue dependent theory **12 Marks (AO1 + AO2)**
	Indicative content
QWC **i,ii,iii**	**Refer to levels at the end of the indicative content.** Appropriate answers might include the following knowledge points, but this list is not exhaustive. **Description of cue dependent theory** • When cues present at encoding are not present at retrieval then forgetting may occur/eq; • Cues (or prompts) are like additional pieces of information that guide us to the information we are seeking a bit like the contents page of a book/eq; • These memory cues may be necessary to access information that is available but not accessible/eq; • There are two types of cues, the first is context which are environmental cues such as your classroom/eq; • For example when someone goes upstairs to get something and forgets what it was, they might remember again when they are back downstairs in the same place (context) they first thought about it/eq; • The second is state which are cues internal to the person such as being excited or afraid/eq; • For example if you learn something when in a relaxed mood but cannot recall it when in a tense mood/eq; **Look for other reasonable marking points.** **Evaluation of cue dependent theory** • Cue-dependent forgetting can be supported by the fact that most people find that their recollections of childhood become fainter as they grow older. However, if they return to the area they lived in as children, the streets, houses and school often serve to bring the past alive/eq; • The physical environment of childhood can act as an effective cue proving that many memory traces established a long time ago can be retrieved/eq; • The problem is we don't know what information is in the memory trace and which is extracted from the retrieval cue. So it may be difficult to know in some circumstances whether a true memory is accessed as a result of a cue or if the memory is a reconstruction/eq; • Baddeley argues the effects of context dependent forgetting only occur if the contexts in which information is learned and retrieved are vastly different. For example information learned in a classroom

	and then retrieved in an ice rink will be poorer than if the same information had to be recalled in a library/eq; • Intereference theory would argue forgetting is due to confusion between old and new memories and not to do with the state of mind you are in/eq; • Cue dependent does not take biological factors for forgetting into account. Trace decay believes forgetting is due to the natural wasting away of the neural trace and therefore the context has little to do with forgetting/eq; • Has also been applied to real world successfully such as helping the police reconstructions based on cue dependency/eq; • The theory does have lots of experimental evidence to support it. Studies by Godden and Baddeley and/or Tulving and Pearlstone have demonstrated that forgetting is influenced by lack of retrieval cues present/eq; **Look for other reasonable marking points.**

Level	Mark	Descriptor
		A01: Knowledge and understanding of cue dependent theory **A02**: Application/evaluation of knowledge and understanding of cue dependent theory. Evaluation should include: • Comparison with one other theory of forgetting • Strengths and/or weaknesses of the cue dependent theory
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors. No use of appropriate terminology.
Level 2	4-6 marks	Description OR evaluation only, OR limited attempt at each, OR one is weak. • Description includes attempted definition of at least one type of cues • Evaluation includes appropriate strengths and/or weaknesses OR comparison with one other relevant theory of forgetting There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. An attempt at appropriate terminology.
Level 3	7-9 marks	Candidate has attempted and answered *both of the two injunctions* in the question **well**. • Description must include correct definitions of both types of cues • Evaluation includes appropriate strengths and/or weaknesses and **attempt** at comparison with one other relevant theory of forgetting The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present. Some use of appropriate terminology.
Level 4	10-12 marks	Candidate has attempted and answered *both of the two injunctions* in the question **very well**. • Description must include correct definitions of both types of cues that are elaborated e.g. with appropriate examples • Evaluation includes appropriate strengths and/or weaknesses and **at least** one **appropriate** comparison with one other relevant theory of forgetting The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Appropriate use of terminology. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.