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Mark Scheme (Results)

Summer 2012

GCE Psychology (6PS01) Paper 01
Social and Cognitive Psychology

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General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit. Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie. There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.
Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

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	Which of the following is an example of a directional (one tailed) hypothesis?	
	Answer	Mark
	A There will be a difference in ice cream sales in the summer and winter. **B More males than females will walk under ladders.** C The speed you drive at affects how likely you are to crash. D Lack of sleep affects driving ability.	**(1 AO3)**

Question Number	Question	
2	Randomisation is a technique which can be used to	
	Answer	Mark
	A minimise order effects B gain informed consent C draw bar charts D reduce experimenter effects	**(1 AO3)**

Question Number	Question	
3	College Principal Mo wants to investigate what students think of wearing uniforms in her sixth form. She decides to choose a representative sample by picking students from certain groups (gender, classes, year groups). Which form of sampling is this better known as?	
	Answer	Mark
	A Opportunity **B Stratified** C Random D Volunteer	**(1 AO3)**

Question Number	Question	
4	Which of the following research methods is most likely to achieve reliable results?	
	Answer	Mark
	A Interview B Natural experiment C Field experiment **D Laboratory experiment**	**(1 AO3)**

Question Number	Question	
5	In a psychology study the _____ definition of aggression might be the number of times a person kicks someone else.	
	Answer	Mark
	A overt B open **C operational** D one tailed	**(1 AO3)**

Question Number	Question	
6	Participant/experimental designs are used in psychology to	
	Answer	Mark
	A distribute participants between conditions B recruit participants from a newspaper C operationalise the independent and dependent variables D help avoid unethical procedures	**(1 AO3)**

Question Number	Question	
7	Cues in the environment can be used by participants to guess the aim of the experiment. When participants do this it is known as	
	Answer	Mark
	A order effects **B demand characteristics** C participant validity D ecological validity	**(1 AO3)**

Question Number	Question	
8	In psychology, what is meant by the term 'moral strain'? The feeling you have when you	
	Answer	Mark
	A put others down to raise your own self-esteem B believe your culture is correct and others should follow what you do C tell other people what they have to do **D have to do something you believe to be wrong**	**(1 AO1)**

Question Number	Question	
9	How did Milgram defend his actions in his **original** study of obedience?	
	Answer	Mark
	A Milgram expected the participants to obey. B The participants could not see the victim being 'shocked'. **C Milgram did not expect the participants to obey to the extent that they did.** D The participants knew all along that the shocks were not real.	**(1 AO1)**

Question Number	Question	
10	Ashleigh has forgotten where she put her phone but when she walks back into her classroom she suddenly remembers. Which of the following is this most likely to be an example of?	
	Answer	Mark
	A State cues **B Context cues** C Long term cues D Semantic cues	**(1 AO1)**

Question Number	Question	
11	Craik and Lockhart believed memory	
	Answer	Mark
	A is a reconstruction of past events B operates much the same as a DVD recorder C consists of two different stores **D is a by-product of information processing**	**(1 AO1)**

Section B

Question Numbers	General Instructions
12 - 15	**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	
12(a)	You will have learned about one of the following studies in detail from cognitive psychology: • Peterson and Peterson (1959) • Craik and Tulving (1975) • Ramponi et al (2004) Choose **one** study from the list. Describe the procedure of your chosen study.	
	Answer	Mark
	The answer must describe one of the three specified studies or zero marks. If more than one study / procedure is described mark all and credit the best. No credit for Aim, Results or Conclusion. Design and sample are part of the procedure. E.g. Peterson and Peterson • Participants hear various trigrams such as XPJ only one trigram is presented on each trial/eq; • 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; E.g. Craik and Tulving • Used an experimental method with a repeated measures design comparing three conditions – structural, phonemic 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, phonemic and semantic/eq; • 40/60 words (note there were many different experiments) 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;	**(4 AO1)**

	• 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; E.g. Ramponi et al • 48 older participants (retired persons mean age 71) and 48 younger participants (mean age 24) all from universities in London formed the sample/eq; • This design compared between four conditions: weak/intentional, strong/intentional, weak/ incidental, and strong/incidental/eq; • The effects of four LOP tasks (graphemic, phonemic, semantic, and image) on retention were measured for these four conditions/eq; • Younger and older participants were randomly assigned to either intentional associate-cued-recall or incidental free-association test conditions, with 24 participants in each age group receiving each test type/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; **Look for other reasonable marking points.**	

Question Number	Question	
12(b)	Outline **one** weakness of your chosen study.	
	Answer	Mark
	The weakness must come from the same study outlined in 12 (a) which must be one from the list or no credit. 1 point per marking point or for elaboration. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. 1 mark for a partial answer and 2 marks when the answer is elaborated. If more than one weakness mark all and credit the best. If (a) is blank/incorrect and (b) correctly gives a weakness of one of the studies in the list (as long as the study is clearly identifiable and referred to specifically – not generic points e.g. about lab experiments…) then (b) can gain up to 2 marks. E.g. Peterson and Peterson 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/task validity and does not represent real life/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/as they were likely to be aware of the different timings/eq; **(2nd mark)** E.g. Craik and Tulving 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)** • The study was a laboratory experiment which looked at recognition/recall of words which is not an everyday task/eq; **(1st mark)** and so suffers from low ecological validity/task validity and does not represent real life/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)** • There were 20/24 participants, which is a (relatively) small number which might not be representative of the general population; **(1st mark)** This lack of representativeness, such as through individual differences, can mean generalisability will be difficult/eq; **(2nd mark)** E.g. Ramponi	**(2 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 affect 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)** **Look for other reasonable marking points.**	

<table>
<tr><td>Question Number</td><td>Question

A group of students decided to test the Levels of Processing theory of memory during one of the events in the Olympic Games.

In order to see which type of processing led to better recall they decided to use family and friends for their sample, and split them into three groups. Each group had a different activity to carry out. Then all the participants were asked the same 20 questions about the event to see what they remembered.

<table><tr><td></td><td>GROUP 1</td><td>GROUP 2</td><td>GROUP 3</td></tr><tr><td>TYPE OF PROCESSING</td><td>STRUCTURAL</td><td>PHONEMIC</td><td>SEMANTIC</td></tr><tr><td>ACTIVITY</td><td>Looking at pictures</td><td>Listening to the radio</td><td>Writing an article</td></tr></table></td><td></td></tr>
<tr><td>13(a)</td><td>Identify the independent variable (IV) and dependent variable (DV) in this study.</td><td></td></tr>
<tr><td></td><td>Answer</td><td>Mark</td></tr>
<tr><td></td><td>the IV is whether the participant is in group 1,2 or 3/using structural, phonemic or semantic processing/which level of processing they used/the different types of activity/eq;
the DV is number of correct answers (to 20 questions)/how much they remembered about the event/eq;
If candidate has mixed them up but clearly indicated with arrows etc this is the case then full marks can be given

If more than one variable given, accept only the first answer

No credit for aim or hypotheses.

REJECT one word answers such as ‘groups or ‘recall’.

Look for other reasonable marking points.</td><td>(2 AO3)</td></tr>
</table>

Question Number	Question	
13(b)	Based on your knowledge of Levels of Processing, write an appropriate directional (one tailed) hypothesis for this study.	
	Answer	Mark
	No credit for null or (two tailed) non directional hypothesis or an aim **Example of a one mark answer** Semantic processing will lead to more correct answers/eq; **Example of a two mark answer** The group that uses semantic (deeper) processing will get more correct answers about the Olympic event than those that use structural or phonemic (shallow) processing/eq; **0 marks** Either no mention of a directional (one-tailed) hypothesis or a very unclear prediction. **1 mark** A **basic and appropriate** directional (one tailed) hypothesis with little elaboration. Weak IV or DV mentioned. **2 marks** A **clear and appropriate** directional (one tailed) hypothesis with good elaboration. Both IV and DV are present and appropriate to hypothesis. **Look for other reasonable marking points.**	**(2 AO3)**

Question Number	Question	
13(c)	The students used an opportunity sample in their Levels of Processing study. State **one** strength and **one** weakness of opportunity sampling in general.	
	Answer	Mark
	1 mark for strength and 1 mark for weakness. For strength reject just 'quick and easy' etc. without elaboration. For weakness reject just 'it is not representative' etc. without elaboration. Strength Allows large numbers of participants to be recruited quickly / conveniently /eq; Not as time consuming as other types e.g. stratified (as ps are available at any opportune moment)/eq; Likely to be ethical as researcher can judge if participant is too busy etc/eq; Weakness Unlikely to provide a representative sample as researcher may be biased in who is chosen/using who is available at the time/eq; More likely to suffer from demand characteristics as family and friends more likely to be chosen/eq; Only those available are used who may all share similar characteristics/eq; **Look for other reasonable marking points.**	**(2 AO3)**

Question Number	Question	
13(d)(i)	Identify the participant/experimental design being used in this Levels of Processing study.	
	Answer	Mark
	Reject methods or 'different participants'. If more than one answer given accept the first one. • Independent [single word only] • Independent measures / design • Unrelated design • Independent groups • Between groups design • Unrelated [single word only]	**(1 AO3)**

Question Number	Question	
13(d)(ii)	Evaluate the design you have identified in (d)(i).	
	Answer	Mark
	T.E. – if (d)(i) is blank but (d)(ii) gives a correct evaluation of independent measures design full marks can be obtained. If (d)(i) is incorrect but (d)(ii) correctly evaluates (d)(i) then it can gain credit up to 2 marks as long as (d)(i) is a design. • No order effects such as practice **and** fatigue/eq; • No order effects such as practice and fatigue as different participants are used in each condition/eq; (**2 marks)** • Less chance of demand characteristics as the participant only takes part in one condition/eq; • Less chance of demand characteristics as the participant only takes part in one condition so is less likely to guess the aim of the study and act differently/eq; **(2 marks)** • Uncontrollable ps variables means individual differences affecting results/eq; • More participants are required as each is only used once so is less economical than repeated measures/eq; **Look for other reasonable marking points.**	**(4 AO3)**

Question Number	Question	
14(a)	You will have learned about one of the following studies in detail from social psychology: • Sherif (1961/1988) • Tajfel et al (1970/1971) • Reicher and Haslam (2003/2006) Choose **one** study from the list. Describe the study you have chosen.	
	Answer	Mark
	No separate ID mark. If more than one mark all and credit the best Aim(s) Procedure(s) Results Conclusion(s) } Each Max 2 E.g. Sherif (1961/1988) • To test the idea that if you create an in-group/out-group situation and then creating conflict between them, prejudice will arise/eq; **(2 marks)** • To see if prejudice would be reduced if the two groups were set a (superordinate) goal that needed their co-operation to achieve/eq; **(2 marks)** • 20 / 22 boys stayed at the Robber's Cave State Park, Oklahoma camp for 3 weeks and were randomly divided into two groups 'Rattlers' and 'Eagles'/eq; • For the first week the groups did not know about each other, and then they discovered each other, and felt that the other was invading their territory/eq; • Conflict was then introduced by having a tournament which led to loyalty to the in-group, and hostility to the out-group/eq; • Each group thought the others were 'sneaks, smart alecks, and stinkers', whilst their own members were 'brave, tough and friendly'/eq; • Then Sherif organised superordinate goals, where the boys had to work together to overcome problems/eq; • Firstly, the camp water supply 'failed 'forcing them to co-operate to fix it, getting on better in the process/eq; • Secondly, a truck got stuck in the mud, and they all had to pull it out forcing them to co-operate/eq; • In the 'hostility' phase, 93% had friends in their own group; however, after the co-operation phase, 30% had friends between the two groups. This shows the reduction in prejudice/eq; E.g. Tajfel et al (1970/1971) Aims for both studies	Clip 14(a) and (b) **(5 AO1)**

- To see if members of the groups only allocated points to their own in group/eq;
- Whether being categorised as belonging to one of two groups was sufficient to induce prejudice against the other group/eq;

One procedure

- In another study (64) British schoolboys aged 14-15 were told researchers were investigating vision/eq;
- They were shown clusters of dots on a screen and asked to estimate the number of dots/eq;
- They were divided into two groups (underestimators and overestimators) supposedly on the basis of their number estimates but actually had just been randomly divided/eq;

Another procedure

- In one study (48) boys had to choose whether they 'liked' Klee or Kandinsky paintings and that was what put them into groups (though the paintings were randomly put into the two categories)/eq;

Procedure for both studies:

- Boys then allocated points (later converted to money) to each other for their estimates of the number of dots task/eq;
- They did not know which individuals were getting the money but did know which group each boy was in/eq;

Result/conclusion

- The boys overwhelmingly chose to allocate points to those in the same group as themselves irrespective of the accuracy of estimates/eq;
- Even though there was no direct competition between the two groups ps consistently displayed in group favouritism/eq;

E.g. Reicher and Haslam (2003/2006)

- To see if being in an institution changes the behaviour of groups/eq;
- To create an institution that resembled a prison to investigate the behaviour of groups that were unequal in terms of power, status, and resources/eq; **(2 marks)**
- 15 male ps took part with 5 randomly selected to be guards and the other 10 prisoners/eq;
- They all lived in a prison environment for 10 days and the guards were given rules and routines to reinforce/eq;
- Guards were told they had been selected based on trustworthiness, and prisoners were told one of them would be promoted to guard status on day 3/eq;
- On day 6 all ps were told there was in fact no difference in the characters of guards and prisoners/eq;
- Each morning all ps rated their identification with their own group and with the other group/eq;
- For the first few days the guards identified more strongly with their group than did the prisoners who in turn were dissatisfied with their living conditions/eq;
- However once the prisoner was promoted on day 3 this trend reversed and the identify scores of prisoners remained higher for the rest of the study/eq;
- By day 6 prisoners confidence grew and they broke out of their cells and occupied the guards' quarters/eq;
- A new equal regime was then created but this soon broke down and the study was halted to avoid any possibility of violence/eq;

	Look for other reasonable marking points.	

Question Number	Question	
14 (b)	Evaluate the study you have described in (a).	
	Answer	Mark
	The evaluation must come from the same study outlined in 14 (a) which must be one from the list. **The evaluation must come from the same study outlined in 14 (a) which must be one from the list.** **If (a) is blank and (b) correctly gives an evaluation of one of the studies in the list then (b) can gain up to 4 marks.** **The answer must evaluate one of the three specified studies or zero marks.** **Max 2** marks for generic evaluation points that can apply to any of the three studies e.g. 'the boys' or 'it was an experiment' (note Tajfel was the only lab experiment though). One point per evaluation or for elaboration unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. 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 for correct use of the technical term and 1 for the correct explanation. Term on its own is not creditworthy without explanation (explanation can gain mark without term). E.g. Sherif (1961/1988) • The study is high in ecological validity as it is based on a summer camp and involves activities commonly carried out in these camps/eq; (**2 marks)** • Can be applied to real life by helping reduce prejudice between groups in society through use of superordinate goals/eq; • Researcher still had some control over the variables Sherif was able to introduce the element of competition into the study/eq; • The study is ethnocentric as participants were all 12 years old, and white middle-class American boys, so generalisation to the American population as a whole is not possible/eq; (**2 marks)** • The participants were unaware they were taking part so could not give their consent/right to withdraw/eq; • It is vulnerable to extraneous variables as the situation is not carefully controlled/eq; • There is less possibility of demand characteristics as participants were unaware they are taking part and are so less likely to 'act up' /eq; (**2 marks**) E.g. Tajfel (1970) • The researcher has more control over variables than in real life settings or with other research methods so high levels of precision can be achieved/eq;	**(4 AO2)**

	• If all variables are controlled successfully such as the dots/paintings then cause and effect can be established/eq; • Laboratory experiments are replicable as the researcher has control over variables so there can be testing for reliability/eq; • The experiment suffers from low ecological validity as it is artificial and different from real life situations. Having to carry out tasks such as allocating points to others are rarely done in everyday life/eq; (**2 marks)** • Demand characteristics may have threatened the validity of the experiment. Participants may try to behave in some way that they perceive as being helpful to the researcher. They may respond to some specific cues made by the researcher such as differences in tone of voice/eq; (**This is generic – 2 marks)** E.g. Reicher and Haslam (2006) • Participants signed a comprehensive consent form informing them that they may be subject to a series of factors – including physical and psychological discomfort, confinement, constant surveillance and stress –which may involve risk/eq; (**2 marks)** • Two independent clinical psychologists monitored the study throughout, and had the right to see any participant at any time or to demand that any participant be removed from the study/eq; • The sample is biased as it consisted of all adult males and so cannot be generalised further/eq; • The sample is volunteer so may be biased in that participants tend to be more motivated to perform/eq; • They were randomly assigned to the role of prisoner or guard giving each participant an equal chance of being either making it fair/eq; • No major interventions were necessary to address ethical concerns after the study, the ethical committee described the conduct of the study as 'exemplary'/eq; • Participants were aware of the study and that they were being filmed by the BBC so may have changed their behaviour or simply be been 'faking it ' for the cameras/eq; (**2 marks)** **Look for other reasonable marking points.**	

Question Number	Question	
15	Describe the social identity theory of prejudice.	
	Answer	Mark
	1 mark for each point and/ or elaboration. Examples can be used either in their own right or as elaboration. However, only one mark available for an example in its own right, irrespective of the number of examples given. The full range of marks can be accessed for description of SIT without any reference to these 3 terms. • Prejudice can be explained by our tendency to identify ourselves as part of a group (in group), and to classify other people as either within or outside that group (out group)/eq; • Conflict may not even be necessary for prejudice to occur, merely being in a group and being aware of the existence of another group is sufficient for prejudice to develop/eq; • *Social categorisation* → we categorise ourselves and others as members of particular social groups - in groups and out groups/eq; • *Social identification* → we adopt the identity of the group we have categorised ourselves as belonging to and internalise norms and values of our in group/eq; • E.g. wearing a team's colours and adopting their songs/eq; • *Social comparison* → we compare our in-group with one or more out groups viewing them in a negative way/eq; • E.g. we think our team has better players/stadium and put down the players of the opponents/eq; • We put down others from/act in a hostile way towards the out group to try and raise our own self – esteem/eq; • E.g. we support one football team in particular, wear their colours and think our team is best/eq; **Look for other reasonable marking points.**	**(5 AO1)**

Section C

Question Numbers	General Instructions
16	**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	Milgram's original (1963) study was carried out in the USA. Compare Milgram's (1963) study of obedience with **one other** study of obedience that was **not** carried out in the USA. Comparisons include considering similarities and/or differences.	
	Answer	Mark
	Reject any study that is compared with Milgram's original that was carried out in the USA e.g. Hofling / Zimbardo/Milgram's variations. Must use Milgram's original to compare against. If in doubt about whether the study is suitable please contact your Team Leader Each marking point must make a comparison e.g. with Meeus and Raaijmakers • Both studies had a similar aim which was to see whether ps would obey an authority figure/eq; • However one aimed to see whether ps would administer *physical* punishment the other *psychological*/eq; • Both studies gained ps through adverts in newspapers (volunteer sampling)/eq; • The setting for both studies was similar as the research took place in a university building/eq; • Both studies had a stooge (confederate) in them designed to deceive the real participant/eq; • Participants were deceived in both studies as they thought the study was on stress and performance (not obedience) and that the applicants were real when in fact they were just actors/eq; • In Meeus and Raaijmakers 92% of the participants obeyed the experimenter to the end compared to 65% in Milgram/eq; • All ps were fully debriefed at the end of both studies and in both ps were given a follow up questionnaire a year later/eq; • Ps in both studies showed little or no indication of any serious effects of suffering through having taken part/eq; • Both studies can help explain real life atrocities such as WWII and why soldiers commit such atrocities/eq; • They were done in different cultures and at different times/political climate which reflects differences in values and attitudes such as more strict in 1960s and more liberal in 1980s/eq;	**(6 AO2)**

	e.g. with Slater (2006) • Both studies had a similar aim which was to see whether ps would obey an authority figure/eq; • However one aimed to see whether ps would administer *physical* punishment to a real human the other to a virtual human/eq; • Both studies gained ps through adverts in newspapers (volunteer sampling)/eq; • The setting for both studies was similar as the research took place in a university building/eq; • The participant could not be seen (only heard) in Milgram but could both be seen and heard in Slater/eq; • Levels of stress were measured in Slater using skin conductance analysis and through questionnaires, neither of which were present in Milgram's original/eq; • The participants knew for sure that the neither the stranger or the shocks were real whereas Milgram's participants thought the victim and the shocks were real/eq; • In Slater's study, 17/23 (74%) gave all shocks available and in Milgram this was only 65%/eq. **Look for other reasonable marking points**	

Question Number	Question	
***17**	Describe and evaluate **one** theory/model of memory **other than** Levels of Processing.	
	Answer	Mark
QWC i,ii,iii	**Refer to levels at the end of the indicative content.** **A01**: (Description) Knowledge and understanding of model **A02**: (Evaluation) Application/strengths and weaknesses of model Appropriate answers might include the following knowledge points, but this list is not exhaustive. • e.g. Multi Store model / Atkinson and Shiffrin (1968) • e.g. Reconstructive memory / Bartlett (1932) • e.g. Working memory / Baddeley and Hitch (1974) • e.g. Spreading activation (Collins and Loftus (1975) If more than one theory or model mark all and credit the first given answer. The theory / model must be identifiable and not just general information about memory. **Reject LOP or theories of forgetting (trace decay / interference / cue dependency)** **Description** e.g. Multi Store model / Atkinson and Shiffrin (1968) • Information moves through three systems (SSM STM LTM) under the control of various cognitive processes (attention, rehearsal, etc.) • The distinctions among the three structures is made on the basis of three characteristics; capacity, duration and encoding • STM has a capacity of 7+/-2 items and a duration of 15 – 30 seconds • We receive information from the environment through our senses, which is automatically stored briefly in a sensory register • Coding and rehearsal determine the fate of this information. Rehearsal is seen as a key process as it not only keeps information in STM, but is also responsible for transferring it to LTM • Material in the sensory register that is attended to is coded in STM, and information in STM that is sufficiently rehearsed is coded in LTM e.g. Reconstructive memory / Bartlett (1932) • Memory is more of an imaginative reconstruction of past events influenced by how we encode, store and retrieve information • Memory is not like a blank tape but is changed when we recall it • Our attitudes and responses to events change our memory for those events	**(6 AO1)** **(6 AO2)**

	• We use schemas that we already have to interpret information and incorporate these into our memory • Retrieval of stored memories thus involves an active process of reconstruction using a range of information • Confabulation is when information is added to fill in the gaps to make a story/ make sense e.g. Working memory / Baddeley and Hitch (1974) • Working memory is an active store to hold and manipulate information that is currently being thought about • It consists of 3 separate components the central executive; phonological loop and visuo spatial sketchpad • The first monitors and co-ordinates the operation of the other two slave systems • The second consists of two sub systems one which is an inner voice the other which is an inner ear • The third component is an inner eye which holds visual and spatial information from long term memory **Look for other reasonable marking points.** **Evaluation** E.g. Multi-store Model • Brown (1958) Peterson and Peterson(1959) found that blocking rehearsal resulted in poor recall • Rehearsal of information does not necessarily lead to better recall. Craik and Watkins found that recall was unrelated to neither duration in STM nor the number of times words were rehearsed • Brain damaged patients provide strong evidence for the STM and LTM distinction, as brain damage can affect one store and not the other • Glanzer and Cunitz (1966) research into the primacy recency effect found separate STM and LTM • Other have criticised lumping all the different types of LTM together as if they were the same. Critics argue the model doesn't differentiate enough between procedural, semantic and declarative memories • Much research has used words and digits in stimulus lists that may not be a realistic use of memory • Laboratory research may give an unnatural view of memory e.g. Reconstructive memory / Bartlett (1932) • Carli (1999) showed that ps asked to reproduce a story about a rape began to describe the rapist as threatening before the event supporting reconstructive memory • Bartlett (1932) found evidence for memory being reconstructive through his famous War of the Ghosts story • Memory does not appear to be distorted when we have a new experience as there are no existing schemas to distort it, this supports the role of schemas in retrieval • Wyn and Logie (1998) demonstrated this by asking ps to recall	

	their first week at university and found no decline in accuracy • It does not explain how memories are stored or the form in which information is taken in (unlike MSM and LOP) • Often unusual information that cannot easily be incorporated into existing schemas is well remembered (distinctiveness effect) e.g. Working memory / Baddeley and Hitch (1974) • The existence of separate working systems has been shown in laboratory studies by using concurrent tasks • These have demonstrated that if one task interferes with the other the they are probably using the same component • Thus if the phonological loop is being used then another task involving reading would be interfered with • It can be applied to explain reading, mental arithmetic and verbal reasoning difficulties in children • There is still however little known about its most important concept the central executive which can apparently carry out enormous complex tasks • This makes it difficult to describe its precise function and so the idea of a central executive might be just as flawed as that of a unitary STM	

Level	Mark	Descriptor
		A01: (Description) Knowledge and understanding of model **A02**: (Evaluation) Application/strengths and weaknesses of model
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief answers**, making simple statements showing some relevance to the question. • Basic description of memory model • Little or no attempt at the analytical/evaluation demands of 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.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Some relevant description though likely to be limited • Some attempt at evaluation e.g. refers to at least *one* from methodological, supporting studies and practical points in relation to actual model Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered ***both injunctions*** in the question **well**. • Description includes breadth and/or depth of component parts in appropriate detail. • Evaluation includes a range of factors from - supporting studies, application, and alternative explanations - **used appropriately.** 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.
Level 4	10-12 marks	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Description includes both breadth and depth of component parts in **appropriate detail with elaboration.** • Evaluation includes a range of factors from - supporting studies, application, and alternative explanations - **used with detail and clearly explained.** 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. 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.

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