

Mark Scheme (Results)

June 2011

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

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General Guidance on Marking

All candidates must receive the same treatment.

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.

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	Mr. Swain decides to investigate whether giving feedback via e-mail to his students about their work will improve their performance on future tests. He selects two of his classes and decides to give class A feedback and class B no feedback. Which type of design is being used in this study?	
	Answer	Mark
	A repeated measures B independent groups C matched pairs D correlation	(1 A03)

Question Number	Question	
2	The students in class B are told that neither class will get feedback. Which ethical guideline is being broken here?	
	Answer	Mark
	A right to withdraw B consent C deception D confidentiality	(1 A03)

Question Number	Question	
3	Mr Swain devises the following hypotheses for his study 'students that receive feedback about their work will do better on future tests than those who receive no feedback'. Which of the following types of hypotheses is this an example of	
	Answer	Mark
	A directional (one tailed) B non directional (two tailed) C null	(1 A03)

Question Number	Question	
4	Class B which receives no feedback is also known as the	
	Answer	Mark
	<p>A experimental group</p> <p>B control group</p> <p>C independent group</p> <p>D laboratory group</p>	(1 A03)

Question Number	Question	
5	Qualitative data is normally gathered in the form of	
	Answer	Mark
	<p>A percentages</p> <p>B numbers</p> <p>C words</p> <p>D graphs</p>	(1 A03)

Question Number	Question	
6	Which of the following may be seen as an advantage of the matched pairs design?	
	Answer	Mark
	<p>A full control of variables</p> <p>B no order effects</p> <p>C high in ecological validity</p> <p>D needs fewer participants than other designs</p>	(1 A03)

Question Number	Question	
7	The extent to which research conditions represent real life is known as	
	Answer	Mark
	<p>A experimenter realism</p> <p>B experimental realism</p> <p>C participant validity</p> <p>D ecological validity</p>	(1 A03)

Question Number	Question	
8	During college break Ash and her friends sit together on the balcony. Ash chooses to dress in black just like they do.	
	This is an example of	
	Answer	Mark
	<p>A Social categorisation</p> <p>B Social comparison</p> <p>C Social loafing</p> <p>D Social identification</p>	(1 A01)

Question Number	Question	
9	Milgram recruited the sample for his original study of obedience by	
	Answer	Mark
	<p>A recruiting men from a local factory</p> <p>B putting posters up in parks</p> <p>C advertising in a local newspaper</p> <p>D asking for volunteers from the university</p>	(1 A01)

Question Number	Question	
10	Holding and keeping information in memory is known as	
	Answer	Mark
	<ul style="list-style-type: none"> A retrieval B forgetting C encoding D storage 	(1 AO1)

Question Number	Question	
11	Sumita wanted to make sure her presentation was word-perfect and decided to use elaborative rehearsal to help.	
	Elaborative rehearsal refers to	
	Answer	Mark
	<ul style="list-style-type: none"> A learning and recalling information in the same environment B delaying recall of information after learning it C a deeper consideration of information D rehearsing information to keep it for a short time 	(1 AO1)

Section B

Question Numbers	General Instructions
12b - 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	
12(a)	Describe how Hofling et al (1966) set up their study on obedience so that nurses were likely to break hospital regulations.	
	Answer	Mark
	<p>No credit for procedure points that are not about how the study was set up to break hospital rules – the relevant points are below.</p> <p>Note 'or words to that effect' and 'equivalence'. If in doubt consult team leader.</p> <p>Relevant marking points</p> <ul style="list-style-type: none"> • No other nurses/staff/doctors were around for the nurse to consult with/eq; • The natural environment meant they were more accepting of the instructions (not suspicious)/eq; • The voice/ the man on the phone was confident and gave the nurse confidence that all was well/eq; • The study was on a night shift, the nurse is likely to be tired, and may not be as alert as during the day so might miss detail/eq; • Astroten was not 'approved' / was unknown to the nurse so she would have to rely on the orders not her own knowledge/eq; • It was reassuring for the nurse when the doctor was very clear about the dosage so she would be less likely to question it/eq; • It was a doctor, a higher authority figure, who phoned/eq; • Being given instructions over the phone was not unusual/eq; • The doctor explained his delay/eq; • The doctor explained why he wanted the drug administered beforehand/eq; • The doctor reassured the nurse that he would come to sign for the drug/instructions later/eq; (instructions not signed by a doctor should not be obeyed – one elaboration mark) 	(4 AO1)

	Look for other reasonable marking points.	
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Question Number	Question	
12(b)	Outline the findings (results and/or conclusions) of Hofling et al's (1966) study on obedience.	
	Answer	Mark
	<ul style="list-style-type: none"> • There was a dramatic difference between what the nurses interviewed said they would do and the behaviour of the nurses actually put in the situation/eq; • 21 out of 22 nurses (96%) obeyed without hesitation/eq; • When questioned later 11 later said that they were aware of the dosage discrepancy/eq; • The nurses obeyed a doctor unquestioningly if they were ordered to do something that breached regulations and endangered patients/eq; <p>Look for other reasonable marking points.</p>	(2 AO1)

Question Number	Question	
13(a)	Describe one theory of forgetting you have studied within cognitive psychology other than the cue dependent theory.	
	Answer	Mark
	<p>Possible theories include interference, trace decay, displacement, repression (must be from a cognitive perspective). No credit for cue dependent. Max 1 mark for an example that enhances the description NO ID Mark e.g. Interference</p> <ul style="list-style-type: none"> • Can explain forgetting in both LTM and STM/eq; • In LTM retroactive interference is when something learnt now interferes with previous learning/eq; • Proactive interference is when something learnt previously interferes with new learning/eq; • E.g. learn a French term first, and then learn the German, original learning of the French will make you forget the German/ eq; • In STM interference is important as it prevents rehearsal which is needed for information to go from STM to LTM/eq; • The more similar the material the more likely there is to be interference/eq; <p>e.g. Trace Decay</p>	(4 AO1)

- Learning causes a physical change in the neural network of the memory system creating a memory trace or engram/eq;
- This neural path gives the memory a structural quality/eq;
- Without rehearsal this will decay so it must be reinforced through repetition to strengthen it/eq;
- Trace decay explains forgetting as a problem of availability as information is forgotten through disuse and passage of time/eq;
- This is inevitable in STM due to its limited duration but requires a significant structural change in LTM/eq;

e.g. Displacement

- New information displaces information that is temporarily stored in STM/eq;
- The limited capacity of STM means when it's full the older material is displaced by incoming new information/eq;
- As new information enters STM it overwhelms items already stored causing them to be pushed out/eq;
- e.g. a friend tells us their phone number but before we get the chance to write it down someone else asks us a question causing the number to be lost/eq;

e.g. Repression

- We push unpleasant memories to the back of our minds/eq;
- This is done in order to protect ourselves from having to rely on these negative emotions/eq;
- For example we may not want to think about a car accident we were involved in so try to forget about it/cannot remember it/eq;
- Freud suggested repressed memories remain active in the mind although we are not consciously aware of them/eq;

Look for other reasonable marking points.

Question Number	Question	
13 (b)	Outline one strength and one weakness of the theory described in (a).	
	Answer	Mark
	<p>TE: If 13(a) is blank/insufficient for identification but strength / weakness in (b) are clearly identifiable as an appropriate theory full marks can be given. If the strength / weakness do not relate to theory described in (a) but are clearly identifiable as an appropriate theory then max 2 marks. If (a) is msm/lop/another theory of memory and the strength / weakness refer to (a) then max 1 mark. If (a) is cue dependent theory then 0 marks for 13b</p> <p>e.g. Interference</p> <p>Strength</p> <ul style="list-style-type: none"> • McGeoch (1932) has shown that students are more likely to forget information from topics that are similar in nature. For example revision of psychology should not be followed by sociology as the learning of one will interfere with the recall of the other/eq; (2 marks) • Studies by Dallenbach/ Anderson & Myrow have demonstrated that forgetting is influenced by what happens in the time between learning and recall of information/eq; (1 mark) <p>Weakness</p> <ul style="list-style-type: none"> • The majority of supporting experiments are lab based and use nonsense syllables to demonstrate interference. The research therefore has low ecological validity and interference is much less easier to demonstrate when meaningful real-life material is used/eq; (2 marks) • Other theories have focused on lack of retrieval cues as an explanation of forgetting. Interference theory places too much emphasis on activity between the learning of information and recall, ignoring internal and external cues/eq; (2 marks) <p>e.g. Trace Decay</p> <p>Strength</p> <ul style="list-style-type: none"> • Peterson and Peterson argued that the forgetting they found over their 3 - 18 second time delay occurred through trace decay showing that preventing rehearsal caused information to decay/eq; (2 marks) • Studies tend to be lab based with good controls so replicable and tested for reliability/eq; • Biological evidence shows that traces are created over a period of days as memories are formed/eq; 	(4 AO2)

Weakness

- It could be that information has been interfered with than just simply decayed. Waugh and Norman who set out to support trace decay actually concluded interference is the most likely cause of forgetting/eq; **(2 marks)**
- The information may actually just not be accessible due to lack of cues/eq;
- The theory is difficult to test as participants who are tested after different time periods could actually be rehearsing and strengthening the trace/eq;

e.g. Displacement

Strength

- Waugh and Norman (1965) using the serial probe technique demonstrated how rapidly presented digits were displaced by others that followed/eq;
- This supports the theory since digits nearer the end of the sequence have fewer following digits to displace them/eq;
- Peterson and Peterson found the increase of forgetting over time may have been as a result of the counting backwards task increasingly displacing the original trigrams displacement so the theory does have experimental evidence/eq; **(2 marks)**

Weakness

- Its not clear whether new material is overwriting or distract attention from the older material/eq;
- Its far from clear that displacement refers to a process distinct from either decay or interference suggesting forgetting can be fully explained by displacement alone/eq;

e.g. Repression

Strength

- Koehler et al (2002) found that stressful words are poorly recalled compared to neutral ones suggesting these words were repressed supporting its existence/eq;
- Many cases have been documented of people who have forgotten highly traumatic events so repression is a good explanation as we would normally expect such events to be highly memorable/eq;

Weakness

- Is difficult to test using traditional cognitive psychological methods so may only be of real use in psychodynamic psychology/eq;
- For ethical reasons we cannot deliberately traumatise

participants to see if they repress the experience which also means it's difficult to test experimentally/eq;

- Hadley and MacKay (2007) found that taboo words (which we expect to have been repressed) were actually better recalled than neutral ones. This goes against Koehler et al's findings/eq; **(2 marks)**

Look for other reasonable marking points.

Question Number	Question	
14 (a)	Outline two ethical issues with Milgram's study.	
	Answer	Mark
	<p>If more than 2 issues described mark all and credit the best 2 marks max for each issue outlined one mark per point/elaboration</p> <p>e.g. deception/eq</p> <ul style="list-style-type: none"> • Participants were deceived over the nature of the study they thought experiment to be on learning and memory not obedience/eq; • Also deceived by thinking other participant (Mr. Wallace) was also naïve and really getting electric shocks/eq; • Milgram defends his actions as without deception the study would not have worked / revealed why people obey/eq; <p>e.g. right to withdraw</p> <ul style="list-style-type: none"> • The study abused the rights of participants to withdraw many wishing to leave were told to continue/eq; • Despite being told at the start of the experiment that they had the right to withdraw, the prods and prompts made it difficult for the participants to actively withdraw/eq; (2 marks) • However Milgram would argue they were not physically restrained and designed many variations to increase refusal / disobedience/eq; <p>e.g. informed consent</p> <ul style="list-style-type: none"> • although ps gave consent it can be argued they did not give informed consent as they were not fully aware of what was involved/eq; • the ps had volunteered to take part in a study of learning not obedience/eq; <p>e.g. distress</p> <ul style="list-style-type: none"> • The study caused considerable distress to the participants through feelings of guilt and loss of self esteem/eq; • However all participants were fully debriefed and in a follow up survey a year later 84% (most) were glad to have been involved/eq; <p>Look for other reasonable marking points.</p>	(4 AO1)

Question Number	Question	
14 (b)	Outline how the findings from Milgram's original study of obedience might be applied to real life.	
	Answer	Mark
	<p>NO credit for how it supports Agency Theory</p> <ul style="list-style-type: none"> Milgram has demonstrated how easy it is to follow the route to destructive obedience and this knowledge may lead to avoidance of such incidents in the future/eq; His findings have been used by the US military to change the way they train their recruits/eq; The findings can help explain events such as WWII and why so many soldiers obeyed authority to kill innocent Jews. It can be said the soldiers were not responsible and were just following orders from Hitler who was making them obey (2 marks)/eq; It explains why children obey parents who they perceive as an authority figure because they have more knowledge /power/ society expects this/ (1 mark)eq; <p>Look for any other reasonable marking points.</p>	(2 A02)

Question Number	Question	
15 (a)	<p>Mrs Smith is to take over Mrs Jones's Psychology class in January, as Mrs Jones is going on maternity leave. Mr Brown's class is not affected by staff change. Researchers have decided to use this as a natural experiment to discover whether attendance is affected by staff change part way through the year.</p> <p>Define what is meant by natural experiment.</p>	
	Answer	Mark
	<p>Appropriate examples gain one mark in so far as they add to the outline Sole comments (no elaboration or other points) about the environment being natural get 0 marks as it applies to many other research methods.</p> <ul style="list-style-type: none"> It is a naturally occurring IV/ is not manipulated by the researcher/eq; (adding natural environment gets an elaboration mark – 2 marks) A cause and effect relationship is looked for between the IV and the DV/eq; The researcher takes advantage of a naturally/real life occurring situation (an event in the natural environment) as the IV - where the variable is changed for one group but not another/eq (2 marks); <p>Look for any other reasonable marking points.</p>	(2 A03)

Question Number	Question	
15 (b)	Identify both the independent variable (IV) and the dependent (DV) variable in this experiment.	
	Answer	Mark
	<p>REJECT one word answers such as 'staff' or 'attendance'</p> <p>If candidate has got IV and DV wrong way round BUT has clearly indicated this (arrows etc) then full marks can be given</p> <p>independent variable – must have an element of change in class so no credit for “Mrs. Jones going on maternity leave” or “the classes used”</p> <p>e.g.</p> <ul style="list-style-type: none"> • Change of staff/eq; • Having a new teacher/eq; • One class having the same teacher the other changing teacher/eq; <p>dependent variable – must have an element of measurement</p> <p>e.g.</p> <ul style="list-style-type: none"> • Level of attendance/eq; • Students amount of attendance/eq; • Difference in attendance/eq; 	(2 A03)

Question Number	Question	
15 (c)	Write a suitable null hypothesis for this experiment.	
	Answer	Mark
	<p>1 mark for a basic null hypothesis giving a negative e.g. “will not”. 2 marks for a more elaborated answer referring to both the IV and DV.</p> <p>This must be a null hypothesis, not an experimental one; directional or non-directional (one or two tailed) is acceptable.</p> <p>e.g.</p> <p>There will be no difference in level of attendance/eq; (1 mark)</p> <p>e.g.</p> <p>There will be no difference in level of attendance between the two classes, (any difference is due to chance)/eq; (2 marks)</p> <p>e.g.</p> <p>A change in teacher will make no difference to students level of attendance, (any difference is due to chance)/eq; (2 marks)</p>	(2 A03)

Question Number	Question										
15 (d)	Using the table in Figure 1, describe the results of this experiment.										
	Answer	Mark									
	<table border="1" data-bbox="338 385 1305 676"> <thead> <tr> <th data-bbox="338 385 657 452"></th> <th data-bbox="657 385 976 452">Mrs Smith's and Mrs Jones's class</th> <th data-bbox="976 385 1305 452">Mr Brown's class</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 452 657 564">Class attendance (%) before January</td> <td data-bbox="657 452 976 564">80%</td> <td data-bbox="976 452 1305 564">95%</td> </tr> <tr> <td data-bbox="338 564 657 676">Class attendance (%) from January onwards</td> <td data-bbox="657 564 976 676">92%</td> <td data-bbox="976 564 1305 676">93%</td> </tr> </tbody> </table> <p data-bbox="338 743 1305 810">Max. 1 mark for stating all four figures taken directly from Table (needs interpretation for more than 1 mark).</p> <p data-bbox="338 855 1305 922">No credit for conclusion, which is a statement drawing point(s) together that have already been made.</p> <ul data-bbox="386 967 1305 1281" style="list-style-type: none"> • There was a 12% increase in attendance in Mrs. Smith/Jones class since a change in teacher/eq; • There was a 15% difference in attendance between Mrs. Smith's class and Mr. Brown's class before the change in teacher/eq; • This changed to a 1% difference in attendance from when Mrs. Smith took over/eq; • Attendance to Mr. Browns class dropped 2% from January onwards compared to before January/eq; <p data-bbox="338 1348 1305 1393">Look for any other reasonable marking points.</p>		Mrs Smith's and Mrs Jones's class	Mr Brown's class	Class attendance (%) before January	80%	95%	Class attendance (%) from January onwards	92%	93%	(3 A03)
	Mrs Smith's and Mrs Jones's class	Mr Brown's class									
Class attendance (%) before January	80%	95%									
Class attendance (%) from January onwards	92%	93%									

Question Number	Question	
15 (e)	Identify one participant or situational (extraneous) variable in this experiment and suggest how it may have affected the results.	
	Answer	Mark
	<p>1 mark for correctly identifying a participant or situational / extraneous variable that would affect the results and a further mark for explaining how it may affect the results. If more than one, mark all credit best.</p> <p>NO CREDIT for answers around teachers personality / strictness / liking (this is the IV...)</p> <p>Suitable examples: time of lesson changes illness accounting for increase or decrease in attendance homework set or not holidays booked or not other winter exams accounting for increase or decrease in attendance</p> <p>There are others</p> <p>e.g. time of lesson changes before xmas to the new year (ID mark)</p> <ul style="list-style-type: none"> • if the lesson was first thing in the morning before xmas and is now last thing on a Friday in the new year attendance levels may be lower/eq; • if the lesson is now during the middle of the day but wasn't before xmas attendance may naturally be higher as most students are in college at that time/eq; <p>individual differences such as students' health (ID mark)</p> <ul style="list-style-type: none"> • Students who were unwell before xmas may now have much better levels of attendance after xmas as they are much better now/eq; • Students who were well before xmas may now have much worse levels of attendance as they are unwell after xmas /eq; <p>whether any homework was due in (ID mark)</p> <ul style="list-style-type: none"> • A piece of homework due in for one class may put some students off attending if they have not yet done it/eq; • Whereas those students who have not had homework set may expect attend more/eq; <p>Look for any other reasonable marking points.</p>	(2 A03)

Section C

Question Numbers	General Instructions
	<p>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.</p>

Question Number	Question	
<p>16</p>	<p>There has been a long running conflict between the two neighbouring countries of Ranzaea and Gofani. The president of Ranzaea has ordered the invasion of Gofani to take control of the country. There have been reports of soldiers from Ranzaea carrying out atrocities in Gofani villages.</p> <p>Use your understanding of prejudice and/or obedience to explain these events.</p>	
	<p>Answer</p>	<p>Mark</p>
	<p>1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point. No marks for a list from SIT – just naming the three stages</p> <p>As this is an A02 question candidates should not be simply summarising a theory of prejudice or obedience. All marking points must link back to explain/relate to 'these events' e.g. the President, soldiers, the country, army, uniform, 'they', 'them'... (studies and real life examples gain credit as comparisons so no link needed).</p> <p>Possible material that could be used for this question includes: social categorisation; social identification; social comparison; realistic conflict; stereotyping/discrimination; agency theory;</p> <p>e.g. Both countries may believe they are the in group and categorise themselves as such at the expense of the other group (out group)/eq; In identifying with one group they may have exaggerated differences with the other group e.g. uniform worn/eq; This in group favouritism to their own country may have led to discrimination in order to protect their own self esteem/eq; Prejudice involves cognitive, affective and behavioural elements, the soldiers may have behaved negatively towards the Gofani people/eq; The president of Ranzaea is in a position of authority which may make his soldiers obey his commands to carry out atrocities/eq; The soldiers are obeying army authority figures as they are in an</p>	<p>(6 A02)</p>

	<p>agentic state/eq; The Ranzean soldiers may not actually want to do these acts and may experience moral strain when doing so/eq; The president may believe that he needs the extra resources of Gofani for his own country's needs, so this is realistic conflict/eq; The Robber's Cave study showed how rival groups acted against one another in their own self-interest/eq;</p> <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
*17	Describe and evaluate the Levels of Processing model of memory.	
	Answer	Mark
QWC i,ii,iii	<p>Refer to levels at the end of the indicative content.</p> <p>A01: (Description) Knowledge and understanding of Levels of Processing model A02: (Evaluation) Application/strengths and weaknesses of Levels of Processing model</p> <p>Appropriate answers might include the following knowledge points, but this list is not exhaustive.</p> <p>Description No credit for pure description of Craik and Tulving's procedure.</p> <ul style="list-style-type: none"> • Craik and Lockhart argued LOP is necessary to explain the transfer of information into LTM without rehearsal • Memory is a consequence of how we process information the deeper we process it the easier it will be remembered • Deep processing which is a form of elaborative rehearsal produces longer lasting memory traces • The deepest level is semantic processing, and the shallowest is structural processing • Information that is attended to on the basis of how it looks (structural processing) is not very durable • Semantic analysis (understanding the meaning) results in deeper processing and deeper processing results in a more durable memory • It distinguishes between <i>maintenance rehearsal</i> which simply retains items for the time being and <i>elaborative rehearsal</i> which expands upon material and creates more lasting memories <p>Look for other reasonable marking points.</p> <p>Evaluation It must be the LOP model that is being evaluated e.g. cannot gain marks by exclusively evaluating Craik and Tulving's study. However problems with research that undermine its legitimacy can be used if these then show that the theory lacks empirical</p>	

support.

- Students can be taught to make notes which have meaning rather than just reading information that makes no sense to help them revise so the model does have applications to real life
- The model has support from Craik and Tulving's study which demonstrated that semantically processed words were more deeply processed and therefore better recalled than other shallow information
- However this empirical support is laboratory based and therefore lacks ecological validity as both task and setting are artificial
- There are too many problems with actually defining deep processing and why it is effective. E.g. Baddeley (1978) criticises it 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
- Eysenck and Eysenck (1980) argue even shallow processing could lead to better processing IF the material was distinctive. E.g. you may see something so distinctive that it creates a mental image

Level	Mark	Descriptor
		<p>A01: (Description) Knowledge and understanding of Levels of Processing model</p> <p>A02: (Evaluation) Application/strengths and weaknesses of Levels of Processing model</p>
	0	No rewardable material
Level 1	1-3 marks	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Basic description of process/basic list of levels • Little or no attempt at the analytical/evaluation demands of the question. <p>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.</p>
Level 2	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> • Description is likely to include 3 levels of processing / some explanation of the process • Some attempt at evaluation, refers to at least <i>one</i> from e.g. methodological, supporting studies and practical points in relation to actual theory <p>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.</p>
Level 3	7-9 marks	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Description may include all 3 levels of processing defined well or some defined well and good explanation of process • Good evaluation, refers to more than one from e.g. methodological, supporting studies and practical points in relation to actual theory <p>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.</p>
Level 4	10-12 marks	<p>Candidate has attempted and answered both injunctions in the question very well.</p> <ul style="list-style-type: none"> • Description includes all 3 levels of processing defined well - and appropriate elaboration/very good explanation of process • Very good evaluation e.g. refers to methodological, supporting studies and practical points in relation to actual theory <p>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.</p>

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