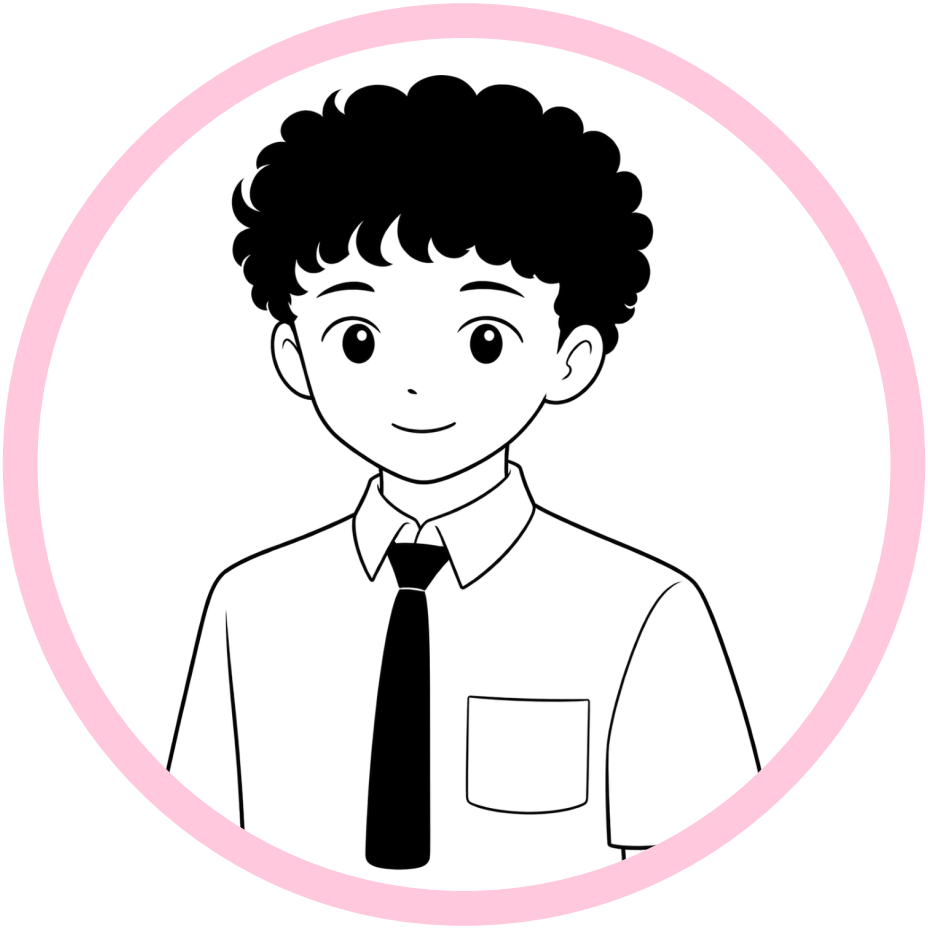
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.2 EYEWITNESS TESTIMONY

SCORE	PERCENTAGE
/201	%

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Q1.

[AO1 = 4 AO3 = 4]

Level	Mark	Description
4	7-8	Knowledge of techniques used in the cognitive interview is accurate with some detail. Discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is effective. Minor detail and / or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5-6	Knowledge of techniques used in the cognitive interview is evident but there are occasional inaccuracies / omissions. There is some effective discussion of the effectiveness of these techniques on the accuracy of eye witness testimony. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3-4	Limited knowledge of techniques used in the cognitive interview is present. Focus is mainly on description. Any discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR One technique only at level 4.
1	1-2	Knowledge of techniques used in the cognitive interview is very limited. Discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR One technique only at level 2.
	0	No relevant content.

Possible content:

- report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant
- context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions and the individual's emotional state including their feelings at the time of the incident
- recall from changed perspective – trying to mentally recreate the situation from different points of view, e.g. describing what another witness present at the scene would have seen
- recall in reverse order – the witness is asked to recall the scene in a different chronological order, e.g. from the end to the beginning.

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Credit also features of the enhanced cognitive interview e.g. relax, speak slowly.

Candidates can achieve up to 4 marks by either outlining two techniques in some detail or by covering more than two in less detail.

Possible discussion points:

- how / why recall is enhanced, e.g. role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful
- limitations, e.g. usefulness of the cognitive interview with children; less useful when there is increased time between event and recall
- relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail
- use of relevant evidence to support / refute argument, e.g. Kohnken et al (1999); Milne & Bull (2002).

Credit other relevant discussion.

[8]

Q2.

(a) **[AO2 = 2]**

2 marks for 250 hours OR for 1000/10 x 2.5 = 250 hours OR for 100 x 2.5 = 250 hours

1 mark for correct workings but incorrect answer e.g. 15000 minutes.

2

(b) **[AO2 = 2]**

1 mark for correct identification

plus

1 mark for correct explanation

Possible content:

- primary data because the results came directly from the eye witnesses / because the data was collected by the psychologist specifically for the purpose of the investigation
- quantitative data because the psychologist used closed questions
- qualitative because the psychologist recorded what they said (in words).

Accept answers referring to levels of measurement with appropriate justification.

2

(c) **[AO3 = 2]**

2 marks for relevant modification that would reduce investigator effects in this study.

1 mark for a brief or muddled explanation.

Possible content:

- have an interviewer who had not witnessed the event / did not know the aims of the study so that they would not be affected by their own perception of the event
- use open-ended questions so that the interviewees were able to give a more detailed and accurate version of what they saw

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- use questionnaire (or other means) to collect data without face to face interaction.

Credit other relevant suggestions that would reduce investigator effects in this study.

2

(d) **[AO2 = 2]**

2 marks for a clear, coherent outline with some detail.

1 mark for a limited / muddled outline, e.g. 'other psychologists assess / check / review her research report'.

0 marks for 'other psychologists look at the research'.

Possible content:
- her report would be sent for independent scrutiny (checked / reviewed) by other psychologists
- they would consider e.g. validity, ethics, errors, significance, originality and possible improvements
- to see whether it should be published.

Credit other relevant answers that can be applied to the stem.

2

[8]

Q3.

(a) **[AO2 = 4]**

Level	Marks	Description
2	3 – 4	Explanation of the difference is clear and appropriate, and based on relevant research. The answer is generally coherent with effective use of terminology.
1	1 – 2	Explanation of the difference is evident but lacks clarity. Use of research is limited. The answer lacks coherence and specialist terminology not always used appropriately.
	0	No relevant content.

Possible explanation for the difference:

- When anxiety/arousal is high, as is the case for Zina, this leads to a decrease in accuracy/detail compared with Amanda. This is supported by research, e.g. Johnson and Scott who found that those in the high anxiety condition were less likely to accurately identify the man; Duffenbacher (1983) meta-analysis found that high levels of anxiety negatively affected the memory of eyewitnesses
- When anxiety/arousal is high, as is the case for Zina, this leads to increased accuracy/detail compared with Amanda. This is supported by research evidence, e.g. Christianson and Hubinette where victims were more accurate than onlookers; Yuille and Cutshall's study where those witnesses that were close to the shooting were accurate, even months later.

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Credit any other relevant explanation.

(b) **[AO2 = 2]**

2 marks for a clear and coherent ethical issue that is relevant to the question stem.

1 mark for a muddled answer and/or one that is not made relevant to the question stem.

Possible issues:

- Treating people with respect such as assuring their confidentiality, giving them the right to withdraw, etc
- Protection from harm – Zina and Amanda could experience psychological harm from having to recall the details of the incident again so they could be offered counselling
- Informed consent – the psychologist must gain informed consent, so Zina and Amanda are aware that they will be interviewed about the incident.

Credit any other relevant ethical issues.

Q4.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of research is accurate and generally well detailed. Evaluation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9 – 12	Knowledge of research is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5 – 8	Limited knowledge of research is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of research is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

AO1 content

Knowledge of research (theories and/or studies) into the effects of misleading information on EWT.

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Leading questions:

- Loftus and Palmer (1974) – estimates of speed based on changing verb in the critical question
- Loftus and Zanni (1975) – 'Did you see the/a broken headlight?'
- Loftus (1975) – 'How fast was the car going when it passed the white barn?'
- response-bias explanation – leading questions do not affect memory, just choice of answer
- substitution bias/explanation – question wording actually distorts memory.

Post-event discussion:

- Gabbert et al (2003) – paired discussions influence recall of crime
- memory contamination – co-witnesses mix (mis)information
- memory conformity – witnesses go along with others for social approval.

Accept other relevant theories/studies.

AO3 content

Evaluation/discussion of research into misleading information:

- real-life application – links to cognitive interview
- use of artificial materials in studies, eg films – less anxiety-inducing than in real-life
- demand characteristics in lab studies reduce validity
- lack of consequences in lab studies compared to real-life – Foster et al (1994)
- memory for important events/details is less susceptible to distortion
- credit other methodological issues in studies, eg sample bias
- credit ethical issues if made relevant to discussion
- use of evidence to support/challenge effects of misleading information.

Accept other valid evaluation points.

Q5.

[AO3 = 2]

1 mark – B

1 mark – D

Q6.

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Two techniques are clearly identified and outlined. Minor detail of outline is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology.
1	1 – 2	Two techniques are identified. The outline lacks detail / accuracy. The answer as a whole lacks clarity. Specialist terminology is either absent or inappropriately used. **OR** one technique at Level 2.

	0	No relevant content.

Possible content:

- reinstating the context – interviewee mentally reinstates the environmental and personal context of the incident, eg sights, sounds, weather etc
- report everything – interviewer encourages the reporting of every single detail of the event, even though it may seem irrelevant
- changing order – interviewer tries alternative ways through the timeline of the incident
- changing perspective – interviewee recalls from different perspectives, eg how it would have appeared to other witnesses.

Credit other relevant cognitive interview techniques.

Q7.

[AO1 = 4 AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of research into effects of leading questions is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on the accuracy of eyewitness testimony. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of research into effects of leading questions is evident and there is some focus on accuracy of eyewitness testimony. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of research into effects of leading questions is present although links to accuracy of eyewitness testimony are limited. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of research into effects of leading questions is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Loftus and Palmer's (1974) study changing verb in critical question was changed (smashed, collided, bumped, hit or contacted)
- Loftus and Palmer "Did you see any broken glass?"
- Loftus et al's (1978) study using a red Datsun and Stop or Yield signs

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- research into anxiety and EWT is not relevant without reference to leading questions, eg Yuille and Cutshall study of a real-life shooting and resistance to leading questions
- research into age of witness and misleading information may be relevant, eg Warren et al (2005) found children more likely to be influenced by leading questions than adults
- credit any other relevant research, studies and / or theories, eg post-event contamination; confabulation; reconstructive memory.

Possible evaluation points:

Will depend on research chosen but might include:

- question of validity in laboratory studies or lack of control in real-life situations
- methodological issues including sampling, replication and corroboration with other studies
- ethical issues
- practical applications / implications of the research.

Credit other relevant evaluation points.

Q8.

[AO2 = 6]

1 mark for each factor in the stem

Plus:

1 mark each for stating how the factor might affect Melissa's recall

Content:

- Anxiety/upset – Melissa's memory may be worse because of distraction/arousal OR better because she was more alert

- Post-event discussion – Melissa's memory may be less accurate because she confuses her original memory with what other people say to her

- Leading Questions – Melissa may incorrectly recall what the man was wearing because of Luke's question

Other factors affecting EWT are not creditworthy because they do not appear in the stem.

Q9.

[AO1 = 6 AO2 = 4 AO3 = 6]

Level	Marks	Description
4	13 – 16	Knowledge of research into two or more factors is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between factors and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or

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		expansion of argument sometimes lacking.
3	9 – 12	Knowledge of research into two or more factors is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the factors are not always well explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of research into at least two factors is present but is vague/inaccurate **or** research into one factor only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of research into factor(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

AO1 Content
Knowledge of research into two or more factors affecting the accuracy of eyewitness testimony (usually those named in the specification and implied in the stem)

Misleading information, including leading questions:
- Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted).
- Loftus and Palmer: "Did you see any broken glass?"
- Loftus et al (1978) study using a red Datsun and Stop or Yield signs.
- Research relating to age in relation to misleading information could also be relevant: e.g. Warren et al (2005) found adults less likely to be influenced by leading questions than children.
- Credit other relevant research/theory: e.g. post-event contamination; confabulation; reconstructive memory/the formation of schemas; confabulation.

Anxiety:
- Loftus's (1979) weapon focus experiment found that more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood.
- Loftus and Burns (1982) found that participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident.
- Peters (1988) found that participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection.
- Yuille and Cutshall (1986) found that witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later.
- Christianson and Hubinette (1993) found that victims of genuine bank robberies were more accurate in their recall than bystanders.
- Credit other relevant research/theory: e.g. the Yerkes-Dodson law of arousal.

Post-event discussion:

- Source monitoring theory; effects of conformity; Bodner et al (2009) – the effects of post-event discussion can be reduced if witnesses are warned of its effects.

AO2 Application points

- Links to leading questions – 'Did you see the knife?' (as opposed to a knife); question from officer is leading the witness who was not sure that there was a knife in the first place.
- Links to anxiety – witness claims that she was 'so scared' when the incident took place; this may inhibit or enhance her memory depending upon how severe the fear was.
- Links to post-event discussion – 'my friends and I have talked about what happened so many times since that I'm almost not sure what I did see'.

AO3 Discussion points

Will depend on research chosen but might include:

- Issue of validity in laboratory studies or lack of control in real-life situations.
- Methodological issues, including sampling, replication and corroboration with other studies.
- Ethical issues.
- Practical applications/implications of the research: e.g. development of cognitive interview.

Credit other relevant evaluation points.

Q10.

[AO1 = 6]

Level	Marks	Description
3	5 – 6	Knowledge of the cognitive interview is clear and accurate. There is clear explanation of how it improves the accuracy of eyewitness testimony. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Knowledge of the cognitive interview is present though there may be some inaccuracy/lack of clarity. There is some explanation of how it improves eyewitness testimony. The answer is mostly clear and organised. There is some appropriate use of specialist terminology.
1	1 – 2	Knowledge of the cognitive interview is briefly stated with little elaboration. The explanation of how it improves eyewitness testimony may be partial or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Not all features of the cognitive interview need to be covered for full marks:

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- Context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, the individual's emotional state including their feelings at the time of the incident – may all act as cues/triggers to recall

- Recall from a changed perspective – trying to mentally recreate the situation from different points of view eg. describing what another witness present at the scene would have seen – promotes more 'holistic' view of the event which may enhance recall

- Recall in reverse order – the witness is asked to describe the scene in a different chronological order eg. from the end to the beginning – to verify accuracy

- Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem unimportant – may highlight something that has been 'overlooked'

The main additional features of the enhanced cognitive interview are:-

- Encourage the witness to relax and speak slowly – reduction in anxiety may enhance recall

- Offer comments to help clarify witness statements – may improve detail of statement

- Credit links to theory to explain how accuracy may be improved eg retrieval failure – importance of context

Q11.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Note – There is a breadth / depth trade off here. Accurate answers which describe 1 technique in detail can be awarded full marks, as can answers which outline 4 techniques.

The main techniques used in a cognitive interview are:–
Context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions, and the individual's emotional state including their feelings at the time of the incident.
Recall from a changed perspective – trying to mentally recreate the situation from different points of view e.g. describing what another witness present at the scene would have seen.

Recall in reverse order – the witness is asked to describe the scene in a different chronological order e.g. from the end to the beginning.
Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem unimportant.

The main additional features of the enhanced cognitive interview are:–
Encourage the witness to relax and speak slowly.
Offer comments to help clarify witness statements.
Adapt questions to suit the understanding of individual witnesses.

AO1 Knowledge of the cognitive interview
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the cognitive interview.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of the cognitive interview.
2 marks Basic Basic answer that demonstrates some relevant knowledge of the cognitive interview, but lacks detail and may be muddled.
1 mark Very brief / flawed Very brief or flawed answer demonstrating very little knowledge of the cognitive interview.
0 marks No creditworthy material.

Q12.

(a) **AO2 = 3**

The answer must clearly relate to one or more of the main techniques used in a cognitive interview (other than report everything):-

Context reinstatement
Recall from a changed perspective
Recall in reverse order

Some of the main additional features of the enhanced cognitive interview could be relevant, as long as it could be explained to the participant: – eg Encourage to relax

1 mark for identification of a relevant cognitive technique.
1 mark for very brief statement eg “tell me what you saw in reverse order”.
Second mark for appropriate elaboration eg “Tell me what you saw on the film in a different order to how it actually happened.” If instructions are not suitable to be read out maximum 1 mark for this part.
For 3 marks technique and instructions must match.

(b) **AO3 = 2**

The researcher might conclude that the cognitive interview was effective because more correct items were recalled, but it did not affect the number of

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incorrect items recalled.

0 mark - the cognitive interview was effective with no explanation.
1 mark - it was effective because there were more correct items recalled or it was not effective because the number of incorrect items stayed the same.
2 marks - it was effective because there were more correct items recalled **and** the number of incorrect items stayed the same / didn't increase.

1 mark for stating there were more correct items recalled with the cognitive interview than with the standard interview **and** the number of incorrect items recalled was the same. (There is no reference to effectiveness).

Q13.

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4
AO2 = 4

Students must select research which relates to misleading information, so research into weapon focus should not be credited.

Students are likely to refer to Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted.) Other relevant research would be Loftus and Palmer asking participants "Did you see any broken glass?" and Loftus et al's (1978) study using a red Datsun and Stop or Yield signs.

Research into anxiety and EWT is not relevant unless the student refers to leading questions such as Yuille and Cutshall where the witnesses to a real-life shooting appeared resistant to leading questions.

Research relating to age in relation to misleading information could also be relevant. Eg Warren et al (2005) found children were more likely to be influenced by leading questions than adults.

Credit any relevant research, studies and / or theories.

Evaluation might refer to lack of ecological validity in laboratory studies or lack of control in real life situations. Other methodological issues including sampling, possible replication and corroboration with other studies could be included. Ethical issues could be relevant as could practical applications of the research.

Examiners are reminded this is an 8 mark question. Students can focus on one

study in reasonable detail or more than one study in less detail.

AO1 Knowledge and understanding	AO2 Evaluation / commentary
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into misleading information. There is appropriate selection of material to address the question.	**4 marks Effective commentary / evaluation** Effective use of material to address the question and provide informed commentary / evaluation. Broad range of issues in reasonable depth or a narrower range in greater depth.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of research into misleading information. There is some evidence of selection of material to address the question.	**3 marks Reasonable commentary / evaluation** Material is not always used effectively but produces a reasonable commentary / evaluation. A range of issues in limited depth, or a narrower range in greater depth.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of research into misleading information, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	**2 marks Basic commentary / evaluation** The use of material provides only basic commentary / evaluation demonstrates basic analysis. Superficial consideration of a restricted range of issues.
1 mark Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of research into misleading information. Selection of material is largely inappropriate.	**1 mark Rudimentary commentary / evaluation** The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.	**0 marks** No creditworthy material.

Q14.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list

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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Candidates must select a study which clearly relates to both anxiety and eyewitness testimony. For full marks there must be some reference to what was done and what was found.
In Loftus's (1979) weapon focus experiment more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood. Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident. Peters (1988) found participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection. However, in a real life study Yuille and Cutshall (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of one study into the effect of anxiety on eyewitness testimony. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Q15.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies.

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		Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any Discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list

AO1

Most answers will focus on the cognitive interview technique but any method / technique with a psychological basis should be credited (eg avoiding leading questions). Likely content: the original cognitive interview – 4 features: restore context; recall everything even trivial detail; recall in reverse order; recall from another perspective. Credit also features of the enhanced cognitive interview eg relax, speak slowly. Likely evidence: Geiselman (1985).

AO3

How / why recall is enhanced: eg role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful. Limitations: eg usefulness of the cognitive interview with children; less useful when there is increased time between event and recall.

Relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail.

Use of relevant evidence to support / refute argument.

Q16.

Marks for this question: AO1 = 6, AO3 = 6

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail

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		and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. Evidence is presented. There are occasional inaccuracies. There is some effective Discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Most answers will focus on the cognitive interview technique but any method / technique with a psychological basis should be credited (eg avoiding leading questions). Likely content: the original cognitive interview – 4 features: restore context; recall everything even trivial detail; recall in reverse order; recall from another perspective. Credit also features of the enhanced cognitive interview eg relax, speak slowly. Likely evidence: Geiselman (1985).

AO3

How / why recall is enhanced: eg role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful. Limitations: eg usefulness of the cognitive interview with children; less useful when there is increased time between event and recall.

Relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail.

Use of relevant evidence to support / refute argument.

Q17.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

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Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO2 = 2**

This is an example of misleading information because the word “youth” suggests the man was young.
1 mark for a brief or muddled answer eg identifying the use of the word “youth” or “it refers to age”.
2 marks for some accurate elaboration eg the answer clearly states that the man was young or a youth or suggests that his age may influence the answer.
Credit answers which state that the information is misleading because the question suggests there was a youth in the picture, when in fact there was only a man and a woman.

(b) **AO3 = 1 mark + 3**

1 mark for independent (groups, measures, participants or subjects or between subjects or participants) design or unrelated design. 0 marks for individual.
1 mark for matched (groups, measures, participants, subjects).
A repeated measures design could not be used because participants would take part in both conditions. This would be inappropriate because their answer to one question would affect their answer to the other question. Candidates may point out this would make it easy to work out the aim of the experiment and so could lead to demand characteristics.
1 mark for a very brief / muddled answer eg “they couldn’t answer both questions.” “It could lead to demand characteristics.”
Further marks for accurate detail. “It could lead to demand characteristics because they would know what the experiment was about.” 2 marks
“Participants couldn’t take part in both conditions because their answer to one question would affect their answer to the other question.” 3 marks

(c) **AO3 = 4**

In this experiment it could be used to check how long the participant should be given to look at the picture so that the timing could be changed if it was too long or too short. It could check the participants understand the questions asked and what they are required to do. It could also be used to ask a few participants about their experience of taking part.

Credit any appropriate answer which could apply to this investigation. No marks are awarded for a definition of a pilot study. Explanations which do not relate to this investigation maximum 2 marks.

AO3 Application of knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound understanding of why a pilot study would be appropriate in this study.
3 marks Less detailed but generally accurate

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Less detailed but generally accurate answer that demonstrates sound understanding of why a pilot study would be appropriate in this study.
2 marks Basic Basic answer that demonstrates some understanding of why a pilot study would be appropriate in this study, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of why a pilot study would be appropriate in this study.
0 marks No creditworthy material.

(d) **AO3 = 4**

One strength of using photographs in the investigation would be control of variables eg the same pictures could be shown for the same amount of time. Candidates may refer to a limitation of the live conversation.
One limitation is lack of validity. The findings cannot be generalised to real life situations where other factors such as changing facial expressions and gestures could be relevant.
For each strength and limitation 1 mark for stating a strength / limitation. 2nd mark for accurate elaboration.

(e) **AO1 = 6**

Candidates must select a research study (studies) which relates to misleading information / leading questions, so research into weapon focus should not be credited.
Candidates are likely to refer to Loftus and Palmer's (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted.) Other relevant research would be Loftus and Palmer asking participants "Did you see any broken glass?" and Loftus et al's (1978) study using a red Datsun and Stop or Yield signs.
Research into anxiety and EWT is not relevant unless the candidate refers to misleading information such as Yuille and Cutshall where the witnesses to a real-life shooting appeared resistant to misleading information.
Research relating to age could also be relevant. Eg Warren et al (2005) found children were more likely to be influenced by misleading information than adults.
Credit any relevant research.

Examiners are reminded that there is a depth / breadth trade-off.

AO1 Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the procedures and findings of one or more relevant research studies.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of the procedures and findings of one or more relevant research studies.

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3 – 2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of the procedures and findings of one or more relevant research studies but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little knowledge of the procedures and findings of one or more relevant research studies.
0 marks No creditworthy material.

Q18.

AO2 = 4

The answer should clearly relate to one or more of the main techniques used in a cognitive interview (other than report everything):
Context reinstatement.
Recall from a changed perspective.
Recall in reverse order.
And / or the main additional features of the enhanced cognitive interview:
Encourage to relax and speak slowly.
Offer comments to help clarify their statements.
Adapt questions to suit the understanding of individual witnesses.
1 mark for simple identification of a relevant cognitive technique, or a very brief suggestion eg “tell me what you saw in reverse order.”
2 marks for naming two or more relevant techniques or for a very brief outline of how one technique could be used eg “tell me what you saw in reverse order, starting with when the man was stabbed. A maximum of 2 marks can be awarded if there is no reference to details in the passage.
Further marks for accurate elaboration including reference to details in the passage.
Candidates who refer to only one technique should include more detail than those who refer to more than one.

Q19.

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO2 = 4**

The main techniques used in the cognitive interview are summarised below.
Context reinstatement – trying to mentally recreate an image of the situation,

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including details of the environment, such as the weather conditions and the individual's emotional state including their feelings at the time of the incident.
Recall from changed perspective – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen.
Recall in reverse order – the witness is asked to recall the scene in a different chronological order eg from the end to the beginning.
Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant.
1 mark for naming one relevant technique.
2 marks for naming two or more relevant techniques or for a very brief outline of how one technique could be used.
Further marks for elaboration. Candidates who refer to only one technique should include more detail than those who refer to more than one.
3 or 4 marks can be awarded if the outline could relate to this event.

(b) **AO2 = 6**

Candidates must refer to research where the anxiety component is clear.
Candidates might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety. In this case friends and relatives might show worse recall than other people in the crowd.
Laboratory based research has generally shown impaired recall in high anxiety conditions. In Loftus's (1979) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%).
Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident.
However, in a real life study Yuille and Cutshill (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.
There is a range of acceptable answers to this question and marks should be given for effective use of the material.
Answers which do not make explicit reference to this event should be awarded a maximum of 4 marks.

6 marks Effective explanation Accurate and reasonably detailed explanation of how anxiety might affect eye-witness testimony of this event that demonstrates sound knowledge and understanding of relevant research.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation of how anxiety might affect eye-witness testimony of this event that demonstrates knowledge and understanding of relevant research.
3 – 2 marks Basic Basic explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates some knowledge of relevant research but detail may be muddled.
1 mark Very brief/flawed Very brief or flawed explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates very little knowledge of relevant research.

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0 marks
No creditworthy information.

Q20.

AO3 = 3

Candidates are likely to refer to the fact that in real life settings research has high validity because the findings can be generalised to other similar situations. It is therefore more likely to be relevant eg to eyewitness testimony in court cases. There are often real consequences / emotional impact in real life which do not occur in laboratory investigations.
In a laboratory participants may show demand characteristics because they know they are in an experiment. This is less likely in real world settings.
Answers which refer to advantages of laboratory research or disadvantages of real world research are not relevant and should not receive credit.
1 mark for a brief explanation eg higher ecological validity.
Further marks for some elaboration as above.

Q21.

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(a) **AO3 = 2**

A field experiment takes place in the real world rather than in a carefully controlled environment.
The IV is manipulated by the experimenter.
One mark for reference to the environment, real world, naturally occurring, etc.
One mark for reference to manipulating / changing an independent variable.
Candidates who simply restate the words – an experiment carried out in a field – should receive no credit.

(b) **AO3 = 2**

One weakness of using a field experiment is lack of control of variables. In this case, the participants would be different distances from the staged argument.
It would be difficult to replicate the experiment precisely. Sampling difficulties.
One mark for brief identification of a relevant weakness.
Second mark for some elaboration.

(c) **AO2 = 2**

This is an example of misleading information, because neither man was wearing glasses. The psychologist could see whether participants' description of the event was influenced by the question about the man in glasses.
One mark for identification of misleading information or a leading question / trick question.
Second mark for some elaboration.
For example: it was a leading question (1 mark); the psychologist wanted to see whether including misleading information would affect the participant's memory of

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the event
(2 marks).

Q22.

AO1 = 6

The main techniques used in the cognitive interview are summarised below.

Context reinstatement – trying to mentally *recreate* an image of the situation, including details of the environment, such as the weather conditions and the individual's emotional state including their feelings at the time of the incident.

Recall from changed perspective – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen.

Recall in reverse order – the witness is asked to recall the scene in a different chronological order eg from the end to the beginning.

Report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant.

Other techniques, including those used in enhanced cognitive interviews, should be credited.
In both cases, 1 mark for identifying an appropriate technique and 2 further marks for accurate elaboration.

Q23.

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AO1 = 6
Candidates must discuss research where the anxiety component is clear.

Candidates might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety.

In Loftus's (1979) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%). Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident.

However, in a real life study Yuille and Cutshall (1986) found witnesses who had been

most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

AO2 = 6
Evaluation might relate to the contradictory nature of the research, possibly linked to lack of ecological validity in laboratory studies. Problems of control might also be relevant, eg in Yuille & Cutshall's study those who experienced the highest levels of stress were closer to the event, which might have helped their recall. Ethical issues could also be relevant as could the practical applications of research.

AO1 **Knowledge and understanding**	**AO2** **Analysis and evaluation**
5 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more physiological methods of stress management. There is appropriate selection of material to address the question.	**5 marks Effective evaluation** Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. A coherent answer
4-3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	**4-3 marks Reasonable evaluation**Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. A reasonably coherent answer.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	**2 marks Basic evaluation** The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Answer lacks some coherence.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	**1 mark Rudimentary evaluation** The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Answer is not coherent.
0 marks No creditworthy material.	**0 marks** No creditworthy material.

Q24.

AO1 = 4

Answers can refer to any research study relating to eyewitness testimony. This may be by naming a relevant study, or by identifying the study in some other way. Likely research would include a number of studies by Loftus including those into the role of leading questions, and Yuille & Cutshall (1986) who investigated evidence from an actual crime.

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Studies into factors affecting the accuracy of EWT including anxiety (eg weapon focus) or age of witnesses would also be relevant. Flin et al (1992) used a staged event and compared deterioration of children's and adults' memories over time, while Karpel et al (2001) showed a video of a robbery and compared information given by young adults (17 – 25) with that given by older adults (65 – 85). Allport and Postman's (1947) study using a picture of two men arguing is relevant to EWT. However, Bartlett's research using a story or simple drawings is not.
One mark for a basic outline of the method, eg in Loftus and Palmer's study, participants were asked questions about a film. Three further marks for accurate details, eg participants were tested in a laboratory situation. They were asked how fast a car was travelling when an accident occurred. Some questions included the words "smashed into". Others included collided with, bumped into, hit or contacted.
Whilst the question does not ask for findings, conclusions, or criticisms, candidates may receive credit for procedural detail included in such material.

Q25.

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

AO2 = 4

Differences could include effectiveness of cognitive interviews and implications such as cost of training required, time it takes, etc.

The main techniques used in a cognitive interview include context reinstatement (CR), reporting everything (RE), recall from a changed perspective (CP) recall in reverse order. Candidates who show some understanding of a cognitive interview, e.g. by naming / outlining one or more of the techniques above, but make no attempt to explain a difference should be awarded a maximum of 2 marks. Further marks for elaboration, eg a standard interview might just ask witnesses to recall an event, but a cognitive interview could ask them to recall the context in which the event occurred. This could include environmental details (such as the weather) and emotional factors (such as how they felt at the time).

Q26.

AO3 = 3

Simply identifying or naming one or more potentially relevant ways of dealing with the ethical issue – maximum 1 mark. For example, confidentiality, anonymity, debrief. Further marks for explaining how psychologists could deal with this ethical issue.

For example:

Right to withdraw (1 mark)
Participants should be reminded of their right to withdraw from the research (2 marks)
If participants are showing signs of distress, the psychologist should remind the participants of their right to withdraw (3 marks).

Q1.

The outline of the techniques used in the cognitive interview was usually very detailed. However, the discussion of their effectiveness in terms of the accuracy of eyewitness testimony was limited. While using studies as support of their effectiveness is an successful strategy, evaluation of the studies is not relevant unless it is linked back to the question of effectiveness. Similarly, the police not having time or not wanting to use the cognitive interview are not relevant to the effectiveness in terms of accuracy. This is another example where students need to shape their material to fit the requirements of the question.

Q2.

Part (a) was an easy part of the question for most students. However, they do need to be very careful with the clarity of their handwriting in questions such as this one. It was sometimes difficult to determine whether the answer was 250 or 230. There were some careless maths errors, such as "losing" a zero, or by giving the answer in minutes rather than hours.

Part (b) was another part of the question students found easy. The most common answer was quantitative data because she used closed questions. Credit was also given to those who chose qualitative data because she recorded what they said; or primary data because she collected the data specifically for this study.

In part (c), while some students were able to provide accurate answers showing good understanding, others merely described what the investigator effect was, rather than how to reduce it. This is yet another example of the need to read the question carefully. Better answers were able to suggest getting someone else who had not been at the concert to ask the questions, or to avoid having the investigator present by using a questionnaire. It was very clear from the answers to part (d) that a large number of students had no idea what the purpose of a peer review is. They seemed to think that a journal was something the psychologist kept herself. However, a small minority of students were able to explain that the process was to determine whether or not the journal should publish her report. This would involve a group of experts in the same field evaluating her report to make this decision.

Q3.

(a) This is an example of a question where students could benefit from developing their ability to “use knowledge of research”. It appears to be an area in which they struggle. Using their knowledge requires them to select appropriate studies and/or theories to explain what is going on in the scenario. Some students simply described, in great detail, relevant studies or theories, but without any reference to either Zina or Amanda. Other students described what was going on in the scenario, almost re-writing it, but without any reference to relevant research. For example, Zina was near to the attacker and so was very anxious, more so than Amanda who was further away and so was less anxious. Neither of these strategies gained credit. Better responses referred to relevant research and then applied it to the scenario, such as Zina may have experienced the weapons effect and so would be less likely to recall the attacker. Or Yuille and Cutshall showed that those who were closer to the event were more accurate in their recall, so Zina may remember more than Amanda.

(b) Nearly all students did well on this question (over 80% scored full marks), covering a

range of ethical issues that should be considered. Most referred to the fact that by interviewing the girls, it may bring up painful memories, so protection from harm is an issue.

Q4.

There were some excellent answers to this question that focused on the effects of misleading information, succinct outlines of relevant studies (mostly the various Loftus studies, but also studies on post-event discussion), and effective evaluation. This could be methodological (artificial materials, lack of consequences in lab studies, demand characteristics, etc), or in terms of applications, for example development of the cognitive interview. Weaker answers tended to provide inaccurate descriptions of relevant studies and rote learned evaluation not clearly linked to the specific question of misleading information and eye witness testimony. Stronger answers demonstrated effective use of material, for example using evidence for the effects of age and anxiety on eye witness testimony, as evaluative material (a failure in some key studies to control for confounding variables). Weaker responses simply wandered away from the question and discussed studies on age and anxiety (in particular the weapons effect) as though they were automatically relevant.

Q5.

Nearly all students managed to gain at least one mark and many gained full credit.

Q11.

This question was answered well. A lot of students scored full marks by outlining a range of techniques or by focussing on fewer techniques in more detail. Context re-instatement was sometimes referred to as mental re-instatement which begs the question of what is being mentally re-instated.

Q12.

Some students failed to read the stem carefully and found it difficult to answer the question. It was insufficient to identify a technique as 'mental re-instatement'. Students were required to suggest the context was being mentally re-instated. Where students chose to write about mental re-instatement of the context, they needed to remember that they should refer to the context of watching a film of a violent crime. Many focussed on creating mental context within the film rather than of watching the film. Students who chose 're-instate the context' sometimes muddled their instructions to give instructions to 'recall everything'. Generally those who chose to focus on 'recall from a changed perspective', or 'recall in reverse order' found it easier to write instructions for the participants. A few students did not write instructions in direct speech and were limited to a maximum of one mark for the instructions.

Where students did not score full marks for this question, they had usually failed to refer to all of the figures in the table, or to draw any conclusion from the figures.

Q13.

There were many good answers to this question, mostly focused on the work of Loftus and her colleagues. There were some inaccuracies with the figures, eg speeds of the cars and percentages, and who saw non-existent broken glass, etc, but on the whole answers demonstrated good knowledge. It was evident that students usually scored better marks where they outlined one or two research studies accurately and in reasonable detail, rather than when they outlined several studies less accurately. A substantial number did

not see the ‘outline and evaluate’ instruction. They tended to outline studies in great detail, but included no evaluation. Therefore, despite showing very good knowledge of the topic they were limited to four out of eight marks.

Evaluation was often effective where issues such as ecological validity, sampling issues or applications of the research were addressed. However, evaluation points were not always sustained or developed, meaning much of the commentary was basic, and some evaluation was more speculative where students referred to the trauma of watching a short video clip or looking at slides demonstrating two cars hitting each other. Comments about an independent groups design allowing individual differences to affect results were also marginal.

Q14.

This was also answered well. Many students produced an accurate and reasonably detailed answer, often describing Loftus’s (1979) weapon focus experiment. Students who did not score full marks usually failed to accurately identify the dependent variable in this study. Less impressive answers tried to use the Yerkes-Dodson curve to explain apparently contradictory findings in the area. Few of these outlined a study at all. Another problem was the failure to focus on one study even though this was stressed in the question.

Q15.

Most successful answers to this question focused on the cognitive interview, although more general strategies such as ‘avoiding leading questions’ were also credited. Weaker responses were those where students answered a rather different question and discussed ‘factors affecting eye-witness testimony’. In such cases, credit was fairly minimal. Material on line-up procedures gained credit as long as it was used to address the question set.

Q16.

Most successful answers to this question focused on the cognitive interview, although more general strategies such as ‘avoiding leading questions’ were also credited. Weaker responses were those where students answered a rather different question and discussed ‘factors affecting eye-witness testimony’. In such cases, credit was fairly minimal. Material on line-up procedures gained credit as long as it was used to address the question set.

Q17.

(a) Mostly appropriate answers were provided. Many answers referred to the term ‘youth’ misleading participants as it suggested the man in the photograph was young and this could influence the answer. Others said the reference to ‘youth’ was misleading because it suggested an extra person, a ‘youth’, was part of the photograph. Some answers suffered from poor expression resulting in a muddled answer.

(b) There were still a number of students who did not seem to understand the term ‘experimental design’ and who tried to answer by stating types of experiments such as laboratory or field. Even amongst students who understood the concept, there was some difficulty when it came to identifying the appropriate design. The explanation of why a repeated measures design was unsuitable was in some instances prefaced by unnecessary time wasting explanations of why an independent groups design would be a good idea.

(c) Although most students could explain the benefits of a pilot study, far fewer students

gave an explanation in the context of this experiment, as required.

(d) There were some clear and effective answers to this question where students showed understanding and could apply this to the scenario. Some students however, failed to understand the question and perhaps would have benefited from re-reading the stem.

(e) Although there were some 'accurate and reasonably detailed answers' there were many more that were just 'generally accurate'. As in previous exam series, when asked to describe a research study, some students did not even know one study sufficiently well to access the top mark band. Some students had a little muddled knowledge of several (usually Loftus' studies) and produced answers where the research was so poorly described it was difficult to identify. There were, however, some good answers which accurately described one or more studies. Some students wasted time evaluating the research.

Q18.

There were a high proportion of good answers to this question. Students who failed to score full marks sometimes described the 'report everything' technique (not required) under the heading 're-instate the context'. Some answers made no reference to the context despite an explicit requirement to refer to details from the passage. Other students remembered to refer to details from the passage for the first technique but forgot to do so when describing a second or third technique.

Q19.

(a) This question was generally answered well with candidates showing good understanding of the techniques used in the cognitive interview. Although candidates could score full marks by giving outlines that could relate to the event in the stem. It would generally be beneficial to candidates if they could engage explicitly with the stem in questions requiring application of knowledge.

A few candidates showed a surprising lack of knowledge about the cognitive interview and either left the space in the answer booklet blank or wrote about the use of misleading questions, as in 'how fast was the shuttle going when it exploded, broke up etc'.

(b) There were some impressive responses where candidates effectively used a range of research evidence on the effects of anxiety on EWT to answer this question. Some candidates, however, failed to access top marks because they simply described research without applying their knowledge to this particular event. This was particularly true when candidates just described the Loftus 'weapon focus' study without making it relevant to the shuttle explosion and, in some cases, without even explaining its relevance to anxiety.

Q20.

This question was generally answered well. Most candidates focused on the higher ecological validity provided by real-world studies. Weaker answers simply made this point without any elaboration. Better answers explained why a real-world setting would provide more ecological validity – usually in terms of heightened anxiety and / or consequentiality associated with real-life events. The best answers made reference to EWT studies rather than simply stating the general advantages of real-life studies over laboratory studies.

Q21.

(a) Most candidates could identify the real world setting of a field experiment but a substantial number of answers were unclear when referring to the manipulation of the independent variable by the experimenter. It was common for candidates to write that the independent variable was controlled but not to add that it was varied or manipulated.

(b) Most answers referred to lack of control over extraneous variables as a weakness.Better responses gave an example of an appropriate uncontrolled variable. A few answers inappropriately focused on an ethical issue.

(c) Substantial numbers of candidates were able to say that the question about 'the man in glasses' was a leading / misleading question and it had been presented because the effect on EWT was being assessed. Some answers incorrectly alluded to its inclusion on the basis of its effect on anxiety.

Q22.

This question was answered well by most candidates. The majority of candidates could identify two specific techniques and describe them adequately. Examples were often used effectively. Some candidates identified relevant features of the enhanced cognitive interview but failed to give the elaboration needed for full marks.

Q23.

There were some excellent answers to this question. Candidates generally knew one or more relevant studies and were able to give detailed and accurate descriptions. This often included reference to the type of experiment used. Many candidates were also able to make good use of theory, eg Yerkes-Dodson law, weapon focus, etc. Evaluation was often better when competing findings were discussed, rather than when it was solely based on judgements of reliability, validity and ethical issues in the research. Some candidates focused on irrelevant Loftus research, schema theory and age, with no reference to anxiety.

Q24.

This was, again, a very straightforward question, but some candidates failed to notice the word "how" and wasted time in writing unnecessary detail about findings and conclusions. Most candidates chose an appropriate study but a common difficulty was disentangling one Loftus study from another. It is advisable for students to practise writing out summaries of studies in their own words in preparation for the exam. It was often clear that candidates had a reasonable idea of how the study had been conducted but key details were omitted (eg that it was a film / video / slide-show of an accident and not a real one; that participants were divided into groups and each group had a different misleading question, etc). The weapons focus study was a perfectly acceptable choice for this question, but many candidates had a rather confused idea about the way this study was conducted. Very few inappropriate studies were provided.

Q25.

There were some very good answers to this question. Many candidates had a clear understanding of methods used in the cognitive interview technique and were able to contrast them with the standard interview techniques. However, some weaker answers showed poor understanding of the concepts of leading, open and closed questions and there were some misunderstandings about the nature of cognitive interviews. Candidates who ignored the requirement to address at least one difference could not access full marks.

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Q26.

Some candidates tackled this question well and were able to offer sensible suggestions for protecting research participants from harm. Weaker answers were very brief, eg ‘confidentiality’, ‘debrief them’, etc without making it clear how this strategy would protect the participant from harm.