

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 1 (PSYA1) OLD SPECIFICATION PAPERS

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Candidate number

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Candidate signature

AS PSYCHOLOGY (SPECIFICATION A)

Unit 1 Cognitive Psychology, Developmental Psychology
and Research Methods

Monday 16 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 12 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 12, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



Section A Cognitive Psychology and Research Methods

Answer **all** questions in the spaces provided.

- 1** Select from the list below **two** features of the multi-store model of memory and **two** features of the working memory model.

Write the appropriate letter **A, B, C, D, E** or **F** to complete the table.

Write **one** letter only in each box.

- A** Hippocampus
- B** Sensory memory
- C** Phonological loop
- D** Central Executive
- E** Primary memory
- F** Rehearsal loop

	Feature 1	Feature 2
Multi-store model of memory		
Working memory model		

[2 marks]

2

- 2** Outline **one** strength of the multi-store model and **one** strength of the working memory model.

[2 marks + 2 marks]

One strength of the multi-store model of memory _____

Extra space _____



One strength of the working memory model _____

Extra space _____

4

3

Describe how encoding was investigated in **one** study of short term memory (STM). In your answer you should include details of the materials that were used and what participants were asked to do.

[4 marks]

Extra space _____

4

Turn over ►



4 (a) What is a cognitive interview?

[2 marks]

Extra space _____

4 (b) Evaluate the effectiveness of the cognitive interview. Include reference to research evidence in your evaluation.

[4 marks]

Extra space _____



- 5** Outline and evaluate **one or more** studies of the effect of misleading information on eye-witness testimony (EWT).

[4 marks + 4 marks]

Extra space _____

Turn over ►



[illegible]

- 6** One way to learn the planets in order is to remember the following mnemonic – **My Very Elegant Mother Just Served Us Nothing**. The first letter of each word is the same as the first letter of each planet. **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.**

A researcher carried out an experiment.

In **Condition 1**, 20 participants were instructed to learn the 8 planets in order. In **Condition 2**, 20 different participants were instructed to use the mnemonic to learn the 8 planets in order.

The results are given in **Table 1** below.

Table 1 Number of participants who correctly recalled 8 planets in order

Condition 1	Condition 2
15	18

After the results had been collected, the researcher asked all 40 participants to describe how they tried to learn the 8 planets.

- 6 (a)** Identify an aim of this experiment.

[2 marks]

Extra space _____

- 6 (b) (i)** What is meant by 'qualitative data'? Identify an example of qualitative data collected in this experiment.

[2 marks]

Extra space _____

Turn over ►



- 6 (b) (ii)** What is meant by 'quantitative data'? Identify an example of quantitative data collected in this experiment.

[2 marks]

Extra space _____

- 6 (c)** What is reliability? Explain how the researcher could decide whether the results in **Table 1** are reliable.

[1 mark + 3 marks]

Extra space _____

- 6 (d)** Suggest a possible extraneous variable in this experiment.

[2 marks]

Extra space _____



Section B Developmental Psychology and Research Methods

Answer **all** questions in the spaces provided.

- 7** In the past, children were sometimes brought up in poor quality orphanages. The staff rarely picked the babies up, even for feeding.

Explain why learning theory suggests babies brought up in this way would have problems forming an attachment.

[4 marks]

Extra space _____

4

Turn over ►



8 Look at the statements below (**A**, **B**, **C**, **D** and **E**).

Which **two** statements best describe the behaviour of a child who shows an **insecure-resistant** attachment type in the 'Strange Situation'?

[2 marks]

Tick **two** boxes.

A	The infant goes to mother when she returns but is difficult to comfort.	
B	The infant goes to mother when she returns and is easily soothed.	
C	The infant does not approach mother when she returns.	
D	The infant is happy to leave mother and explore the room.	
E	The infant is unwilling to leave mother and explore the room.	

2

9 Apart from ethical issues, outline **one** problem with using the 'Strange Situation' to identify different types of attachment.

[2 marks]

Extra space

2



[4 marks]

[illegible]

4

11 A psychologist wished to investigate the impact of different forms of day care on children's social development. She used interviews to collect responses from parents of children who attended day care.

11 (a) Explain why using interviews might be better than using questionnaires.

[4 marks]

Extra space _____



The psychologist then carried out an observational study of children in different forms of day care.

- 11 (b)** What is meant by an 'investigator effect'? Explain a possible investigator effect in this observational study.

[4 marks]

Extra space

- 11 (c)** Explain **one or more** ethical issues that the researcher should consider when carrying out research with children.

[4 marks]

Extra space



Outline and evaluate **one or more** research studies into the effects of institutional care. **[12 marks]**

You may use this space to plan your answer

[illegible]

[illegible]

[illegible]

[illegible]

12



There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**



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AS

Psychology Specification A

PSYA1 Cognitive Psychology, Developmental Psychology and Research
Methods

Mark scheme

2180
June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk.

Section A Cognitive Psychology and Research Methods

Question 1

Select from the list below two features of the multi-store model of memory and two features of the working memory model. Write the appropriate letter A, B, C, D, E or F to complete the table. [2 marks]

AO1 = 2 marks Knowledge of features of models of memory

	Feature 1	Feature 2
Multi-store model of memory	B	F
Working memory model	C	D

Multi-store model **B** and **F** or **F** and **B** = 1 mark

Working memory model **C** and **D** or **D** and **C** = 1 mark

Question 2

Outline one strength of the multi-store model and one strength of the working memory model.

[2 marks + 2 marks]

AO2 = 2 marks + 2 marks Knowledge of strengths of MSM and WMM

Strength of MSM

Likely strengths include research evidence in support of the distinction between STM and LTM in terms of capacity, duration and encoding. For example, Milner (1965) case study of HM who was unable to retain any new information although his immediate digit span was within normal limits or Glanzer and Cunitz (1966) who investigated the effect of immediate and delayed recall on primacy and recency in a serial position curve.

Strength of WMM

Likely strengths include research support such as dual task studies and physiological evidence from brain scans or a non-evidence based strength e.g.: WMM explains common experiences such as not being able to do two similar tasks at the same time. Students may offer a comparison with the MSM and suggest WMM gives a better account of STM.

Credit any acceptable strengths.

For each strength, 1 mark for identification and a further mark for accurate elaboration.

For example, there is evidence from dual task studies to support the WMM (1 mark). It is easier to do two tasks at the same time if they use different processing systems (verbal and visual) than if they use the same slave system (2 marks).

Question 3

Describe how encoding was investigated in one study of short term memory (STM). In your answer you should include details of the materials that were used and what participants were asked to do.

[4 marks]

AO1 = 4 marks Knowledge of one relevant study to investigate encoding in STM

Likely studies include Baddeley's (1966) experiment where participants were presented with one of four lists of 5 words. List A had acoustically similar words e.g.: cat, mat, sat. List B had acoustically dissimilar words e.g.: pit, day, cow. List C had semantically similar words e.g.: big, huge, tall. List D had semantically dissimilar words e.g.: hot, safe, late. Participants were given a list containing the original words in the wrong order and asked to rearrange the words in the correct order.

Conrad (1964) visually presented participants with several sets of six consonants at a rate of 0.75 seconds per letter. The letters were either acoustically similar or acoustically dissimilar. Participants wrote down the letters in the order they appeared and their errors were noted. Any appropriate way of investigating encoding in STM should be credited.

AO1 Knowledge and understanding of procedures of one study into encoding in STM
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge of materials used and what participants were asked to do in one relevant study.
3 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge of materials used and what participants were asked to do in one relevant study. OR Accurate and reasonably detailed description that demonstrates sound knowledge of materials used or what participants were asked to do in one relevant study.
2 marks Basic Basic description that demonstrates knowledge of one relevant study but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge of one relevant study.
0 marks No creditworthy material presented.

Question 4 (a)**What is a cognitive interview?****[2 marks]****AO1 = 2 marks Knowledge of cognitive interview**

A cognitive interview is a technique developed to be used by police when questioning witnesses to aid memory recall of an event. It requires a witness to recreate the context, recall all details, recall events in a different order and recall from different perspectives.

1 mark for a very brief or muddled answer e.g.: a way of helping eye witness testimony.
2nd mark for accurate elaboration as above.

Question 4 (b)

Evaluate the effectiveness of the cognitive interview. Include reference to research evidence in your evaluation.

[4 marks]**AO2 = 4 marks Evaluation of effectiveness of the cognitive interview**

Students may refer to support from research studies which have shown the cognitive interview to be effective e.g.: Geiselman (1985) found recall from a cognitive interview compared favourably with a standard interview. They may give more negative points e.g.: the cognitive interview is time-consuming for police officers and some techniques such as changing perspective may lead witnesses to give inaccurate information.

There is a depth/breadth trade-off here. Students could gain full marks by using the findings of one research study effectively, or by referring to several points in less detail.

AO2 Evaluation of the effectiveness of the cognitive interview
4 marks Effective evaluation Commentary/evaluation demonstrates sound analysis and effective use of material to evaluate effectiveness of the cognitive interview.
3 marks Reasonable evaluation Commentary/evaluation demonstrates reasonable analysis and reasonable use of material to evaluate effectiveness of the cognitive interview.
2 marks Basic evaluation Commentary/evaluation demonstrates basic analysis and superficial evaluation of effectiveness of the cognitive interview.
1 marks Rudimentary evaluation The use of material provides only rudimentary evaluation, muddled analysis and or evaluation.
0 marks No creditworthy material

Question 5

Outline and evaluate one or more studies of the effect of misleading information on eye-witness testimony (EWT).

[4 marks + 4 marks]

AO1 = 4 marks

Outline of study/studies into misleading information

AO2 = 4 marks

Evaluation of studies into misleading information

AO1

Students must select a research study (studies) 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 candidate 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 could also be relevant. For example, Warren et al (2005) found children were more likely to be influenced by leading questions than adults. Credit any relevant research study/studies.

There is a depth/breadth trade-off. Students who outline more than one study can include less detail than those who outline one study.

AO2

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

AO1 Knowledge and Understanding	AO2 Evaluation of studies
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of at least one study of misleading information including accurate reference to findings. There is appropriate selection of material to address the question.	4 marks Effective evaluation Evaluation demonstrates sound analysis and effective use of a range of material to evaluate research into misleading information.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of at least one study of misleading information. There is some evidence of selection of material to address the question.	3 marks Reasonable evaluation Evaluation demonstrates reasonable analysis and use of material to evaluate research into misleading information.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of at least one study of misleading information but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	2 marks Basic evaluation Evaluation demonstrates basic analysis and superficial evaluation of research into misleading information.
1 mark Very brief/flawed or inappropriate Very brief or flawed description that demonstrates very little knowledge of at least one study of misleading information. Selection of material is largely inappropriate.	1 mark Rudimentary evaluation The use of material provides only rudimentary evaluation, muddled analysis and/or evaluation.
0 marks No creditworthy material.	0 marks No creditworthy material.

Question 6 (a)

Identify an aim of this experiment.

[2 marks]

AO3 = 2 marks Knowledge of research methods

One aim of this experiment is to see if use of a mnemonic improves memory for naming the planets in order.

(Credit relevant alternative aims.)

1 mark for a very brief or muddled aim e.g.: to investigate a memory improvement technique.
2 marks for some elaboration relating to this experiment.

Question 6 (b) (i)

What is meant by ‘qualitative data’? Identify an example of qualitative data collected in this experiment.

[2 marks]

AO3 = 2 marks Knowledge of research methods

Qualitative data is non-numerical and includes descriptions in a verbal or written form (1 mark).

An example from this experiment is the participants' description of how they tried to learn the planets (1 mark).

Question 6 (b) (ii)

What is meant by ‘quantitative data’? Identify an example of quantitative data collected in this experiment.

[2 marks]

AO3 = 2 marks Knowledge of research methods

Quantitative data is numerical (1 mark).

An example from this experiment is the number of participants who correctly recalled eight planets in order (1 mark).

Question 6 (c)

What is reliability? Explain how the researcher could decide whether the results in Table 1 are reliable.

[1 mark + 3 marks]

AO3 = 1 mark + 3 marks Knowledge of research methods

Reliability refers to consistency 1 mark

1 mark for identifying a suitable way of checking reliability e.g.: do it again

2 further marks for accurate elaboration

E.g.: Carry out a replication of the experiment at a later date (1 mark) and look for similarity in both sets of results. (1 mark) If both sets of results are similar the researcher could decide the results in this experiment are reliable. (1 mark)

Or Carry out the same task with different participants (2 marks) and look for similar results (3rd mark)

Or Use the same participants with a different but similar mnemonic task (2 marks) and look for similar results (3rd mark)

Question 6 (d)

Suggest a possible extraneous variable in this experiment.

[2 marks]

AO3 = 2 marks Knowledge of research methods

Extraneous variables are anything other than the independent variable which could affect the dependent variable.

In this experiment a possible extraneous variable could be participants in Condition 1 using a mnemonic, even though they have not been instructed to do so. Also relevant could be individual differences in memory, environmental differences such as temperature or noise, and experimenter variables including the way in which the research is conducted.

Credit extraneous variables relevant to either part of the investigation.

1 mark for a very brief or slightly muddled answer e.g.: participant's previous knowledge.

2nd mark for accurate elaboration e.g.: participants may already know the planets in order.

Section B Developmental Psychology and Research Methods

Question 7

In the past, children were sometimes brought up in poor quality orphanages. The staff rarely picked the babies up, even for feeding.

Explain why learning theory suggests babies brought up in this way would have problems forming an attachment.

[4 marks]

AO2 = 4 marks Application of knowledge

Learning theory suggests attachment develops through classical and operant conditioning. According to classical conditioning food (UCS) produces pleasure (UCR). The mother is normally associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant's hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is normally associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward. When children are not picked up during feeding they will be unable to form an association between the caregiver and pleasure so will not learn to form an attachment in this way.

Students may refer to classical conditioning, operant conditioning or both.

The explanation must be directly linked to attachment. Unrelated descriptions of classical or operant conditioning are not creditworthy.

AO2 Application of knowledge
4 marks Effective The selection and application of psychological knowledge relating the scenario to the learning theory of attachment is appropriate and effective.
3 marks Reasonable The selection and application of psychological knowledge relating the scenario to the learning theory of attachment is mostly appropriate.
2 marks Basic The selection and application of psychological knowledge relating the scenario to the learning theory of attachment is sometimes appropriate.
1 marks Rudimentary The selection and application of psychological knowledge relating the scenario to the learning theory of attachment is muddled and/or mostly inappropriate.
0 marks No creditworthy material.

Question 8

Which two statements best describe the behaviour of a child who shows an insecure-resistant attachment type in the 'Strange Situation'? [2 marks]

AO1 = 2 marks Knowledge of attachment types

A and E

1 mark for each correct answer.

If 3 or more are ticked, 0 marks.

Question 9

Apart from ethical issues, outline one problem with using the ‘Strange Situation’ to identify different types of attachment.

[2 marks]

AO2 = 2 marks Evaluation of the Strange Situation

There are a number of potential problems of using the strange situation to identify different types of attachment.

- Children may show characteristics of insecure attachment because they are used to being separated from their mother.
- Ecological validity would also be relevant. The strange situation is carried out in controlled conditions and might not be generalised to other situations.

1 mark for identification of a relevant problem.

2nd mark for accurate elaboration.

Credit any relevant potential problems.

Question 10**Outline one research study of the effects of day care on aggression.****[4 marks]****AO1 = 4 marks Knowledge and Understanding**

The EPPE project (2003) looked at large numbers of children in different types of pre-school provision and found that high levels of group care before the age of three (and particularly before the age of two) were associated with higher levels of aggression.

Shea (1981) observed children (average age 4 years 3 months) who attended pre-school for 2, 3 or 5 days a week. He found that over a 10 week period aggressive behaviour decreased in all three groups.

In the USA, the NICHD study has followed the progress of more than 1000 children since 1991. It found that the more time children spent in day care from birth to four and a half years, the more adults rated them as aggressive.

Credit any aspect of relevant studies as long as they relate to day care (not institutional care) and to aggression.

AO1 Knowledge of the effects of disruption of attachment
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of one study of the effects of day care on aggression.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge of one study of the effects of day care on aggression.
2 marks Basic Basic answer that demonstrates some relevant knowledge of one study of the effects of day care on aggression.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge of one study of one or more effects of day care on aggression.
0 marks No creditworthy material.

Question 11 (a)**Explain why using interviews might be better than using questionnaires.****[4 marks]****AO3 = 4 marks Knowledge of research methods**

There are different routes to full marks in this question. Students can explain one advantage of using interviews rather than questionnaires in reasonable detail or more advantages in less detail.

Answers may be related to the stem (parents of children who attended day care) but this is not essential.

Advantages of using an interview rather than a questionnaire could include:

- more detailed information is likely to be collected in an interview because further questions can be asked based on the participant's responses
- any misunderstood questions can be explained and rephrased
- interviews are a good source of qualitative data
- an interview may be able to address sensitive issues which would be difficult in a questionnaire
- participants may be more honest when face to face with a researcher.

AO3 Knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one or more advantages of using an interview rather than a questionnaire.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant understanding of one or more advantages of using an interview rather than a questionnaire.
2 marks Basic Basic answer that demonstrates some relevant understanding of one or more advantages of using an interview rather than a questionnaire, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of one or more advantages of using an interview rather than a questionnaire.
0 marks No creditworthy material.

Question 11 (b)

What is meant by an ‘investigator effect’? Explain a possible investigator effect in this observational study.

[4 marks]

AO3 = 4 marks Knowledge of research methods

Investigator effects occur when the researcher's behaviour, characteristics or attitudes influence the research in some way. This includes the way the presence of the researcher may influence the participants.

Note: Demand characteristics are not credit-worthy in this study.

No marks for an answer which simply restates the words e.g.: “a way in which the investigator effects/affects research”.

Maximum 2 marks for an accurate understanding of investigator effects but no reference to this observation.

There are different routes to full marks. Students could be stronger on definitions or stronger on application. Students whose explanation of a possible investigator effect in this observation shows clear understanding of the term can be awarded full marks, even though there is no separate definition.

For example, the psychologist may expect some forms of day care to be more beneficial for social development than others. This may become unconsciously communicated to the children through mannerisms such as smiling or frowning when the children behave in certain ways.

Students may also refer to actions taken in designing the study such as selection of participants.

AO3 Knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of what is meant by an investigator effect and a possible investigator effect in this situation.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant understanding of what is meant by an investigator effect and a possible investigator effect in this situation.
2 marks Basic Accurate and reasonably detailed answer that demonstrates sound understanding of what is meant by an investigator effect but no reference to a possible investigator effect in this situation. Or a basic answer that demonstrates some relevant understanding of what is meant by an investigator effect and a possible investigator effect in this situation.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of what is meant by an investigator effect or a possible investigator effect in this situation.
0 marks No creditworthy material.

Question 11 (c)

Explain one or more ethical issues that the researcher should consider when carrying out research with children.

[4 marks]

AO3 = 4 marks Knowledge of research methods

Likely ethical issues relating to carrying out research with children include:

- obtaining informed consent from parents and the child if appropriate
- possible deception if parents are not fully aware of the research aims
- giving the parents the right to withdraw their child and any data from the research at any time
- maintaining confidentiality of the child and their family
- avoiding distressing the children.

Merely identifying one or more ethical issues, **1** mark.

AO3 Knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one or more ethical issues which should be considered when carrying out research with children.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant understanding of one or more ethical issues which should be considered when carrying out research with children.
2 marks Basic Basic answer that demonstrates some relevant understanding of one or more ethical issues which should be considered when carrying out research with children.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of one or more ethical issues which should be considered when carrying out research with children.
0 marks No creditworthy material.

Question 12

Outline and evaluate one or more research studies into the effects of institutional care.

[12 marks]

AO1 = 6 marks Knowledge of research studies into the effects of institutional care
AO2 = 6 marks Evaluation of research studies into the effects of institutional care

AO1

Any aspect of relevant research studies can be credited but they must relate to the effects of institutional care.

Robertson and Robertson's research into separation is creditworthy as long as reference is made to effects of care in a residential nursery rather than foster care.

Quinton found women who had been raised in institutions had difficulties when they became mothers and their children were more frequently in care than a control group.

Hodges and Tizard studied children brought up in a residential nursery until they were around four years old. Almost all of the adopted children and some of the restored children formed a close attachment to their parents, but both groups had difficulties with peer relationships and were more attention seeking than controls.

Rutter studied Romanian children who have been placed in institutions before being adopted by UK families. Children who spend longer in the institutions were more likely to show long-term effects.

Older research studies e.g.: by Spitz, Goldfarb, Robertson or Freud and Dann would also be relevant.

Studies where children were not cared for in institutions e.g.: Koluchova's twin study or animal research eg Harlow are not relevant. It is unlikely that students would be able to make Curtis's study of Genie relevant.

AO2

Evaluation will depend on the studies selected. Students may evaluate research studies in terms of methodology, e.g.: for Robertson and Robertson's study of John, strengths and limitations of case studies; for Hodges and Tizard, problems of natural experiments; for Rutter, strengths and limitations of longitudinal research. Students may refer to the fact that the effects may depend on a number of factors including age of child and quality of later care as well as individual differences in the institutional experience as well as in the child's ability to cope. Practical implications such as how this research has influenced child care practice eg foster care would also be relevant.

AO1 Knowledge and understanding	AO2 Evaluation
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of one or more research studies into the effects of institutional care. There is appropriate selection of material to address the question.	6 marks Effective evaluation Effective use of material to address the question and provide informed evaluation. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5-4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of at least one research study into the effects of institutional care. There is some evidence of selection of material to address the question.	5-4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable evaluation. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3-2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of least one research study into the effects of institutional care, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3-2 marks Basic evaluation The use of material provides only a basic evaluation. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity; some specialist terms used; errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge or understanding of least one research study into the effects of institutional care. Selection of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary evaluation. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material presented.	0 marks No creditworthy material presented.

Assessment Objectives Grid for PSYA1 June 2016

QUESTION	AO1 MARK	AO2 MARK	AO3 MARK
1	2		
2		4	
3	4		
4a	2		
4b		4	
5	4	4	
6a			2
6b			4
6c			4
6d			2
Cognitive Totals	12	12	12

7		4	
8	2		
9		2	
10	4		
11a			4
11b			4
11c			4
12	6	6	
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General Certificate of Education
Advanced Subsidiary Examination
June 2015

Psychology (Specification A) PSYA1

Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Monday 11 May 2015 1.30 pm to 3.00 pm

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 10 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 10, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
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PSYA1

Section A Cognitive Psychology and Research Methods

Answer **all** questions in the spaces provided.

- 1** An experiment tested the idea that music affects memory. Participants were asked to learn 20 words (list A) while they listened to music. They then recalled the words. They were also asked to learn 20 words (list B) in silence and to recall these words.

Select from the list below the phrase that describes the independent variable and the phrase that describes the dependent variable in this study.

- A** The number of words correctly recalled
- B** The number of words in list A and list B
- C** The number of participants
- D** Presence or absence of music
- E** Type of music used

Write the appropriate letter, **A**, **B**, **C**, **D** or **E** in each box to complete the table below.

Type of variable	Letter
Independent variable	
Dependent variable	

[2 marks]

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- 2 (a)** Describe the multi-store model of memory.

[6 marks]

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2 (b) Explain **two** limitations of the multi-store model of memory.

[4 marks]

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- 3 Marsha was walking to work when she saw a knife attack. The victim was badly injured. Marsha was the only witness to the knife attack.

Explain how a police officer could use **one or more** cognitive interview techniques to find out what Marsha could recall about the attack.

[4 marks]

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- 4 Outline **one** research study of the effect of anxiety on eye-witness testimony. In your answer you should include details of what participants were asked to do and the results of the study.

[6 marks]

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- 5 Explain **one** possible limitation of research into the effect of anxiety on eye-witness testimony.

[2 marks]

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- 6 Psychologists have used case studies to investigate processes such as memory. Outline strengths **and/or** limitations of using case studies in psychological research.

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7 Your teacher asks you to carry out an experiment to investigate the effectiveness of a memory improvement strategy for learning a list of 10 words.

7 (a) Outline an appropriate memory improvement strategy for use in this experiment.

[2 marks]

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7 (b) Write an appropriate operationalised directional hypothesis for this experiment.

[2 marks]

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Question 7 continues on the next page

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- 7 (c)** Explain why it would be appropriate to do a pilot study before carrying out this experiment.

[4 marks]

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Section B Developmental Psychology and Research Methods

Answer **all** questions in the spaces provided.

8 (a) What is meant by the term 'secure attachment'?

[2 marks]

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8 (b) Explain **one** strength of using the 'Strange Situation' in attachment research.

[2 marks]

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- 8 (c)** Describe how behaviour in the 'Strange Situation' would be different for a child who shows insecure-resistant attachment and a child who shows insecure-avoidant attachment.

[4 marks]

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- 8 (d)** Describe findings from research into cultural variations in attachment.

[4 marks]

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9 A psychologist carried out research into the attachment types of children aged between 12 months and 18 months old who attended a large day nursery. The parents of these children had given permission for their child to take part in research. The psychologist used the 'Strange Situation'.

9 (a) Explain how the psychologist could obtain a random sample of 10 children from the nursery to take part in her research.

[2 marks]

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- 9 (b)** The psychologist chose to use a random sample rather than a volunteer sample in this study. Give **one** advantage of using a random sample rather than a volunteer sample.

[2 marks]

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- 9 (c)** The 'Strange Situation' is used to investigate attachment between an infant and a parent.

How might a parent show demand characteristics in the 'Strange Situation'?

[2 marks]

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- 9 (d)** The British Psychological Society provides ethical guidance on planning, carrying out and reporting research. Explain some of the ethical issues that the psychologist would need to consider in research using the 'Strange Situation'.

[6 marks]

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Outline **and** evaluate Bowlby's theory of attachment.**[12 marks]**

You may use this space to plan your answer

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12



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A-LEVEL

Psychology Specification A

PSYA1 – Cognitive Psychology, Developmental Psychology and
Research Methods

Mark scheme

Specification 2180
June 2015

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Section A Cognitive Psychology and Research Methods

Question 1

Select from the list below the phrase that describes the independent variable and the phrase that describes the dependent variable in this study.

- A** The number of words correctly recalled
- B** The number of words in list A and list B
- C** The number of participants
- D** Presence or absence of music
- E** Type of music used

Write the appropriate letter, **A**, **B**, **C**, **D** or **E** in each box to complete the table below.

[2 marks]

AO3 = 2 marks **Correct identification of variables**

Type of variable	Letter
Independent Variable	D
Dependent Variable	A

0 marks if student writes more than one letter in a box

Question 2 (a)

Describe the multi-store model of memory.

[6 marks]

AO1 = 6 marks **Knowledge and understanding of the MSM**

Atkinson and Shiffrin's (1968) multi-store model of memory (MSM) makes a distinction between the separate stores of sensory, short-term and long-term memory.

Likely features include:

- It is a structural model
- STM and LTM are unitary stores
- Information passes from store to store in a linear way
- Rehearsal is needed to pass information from STM to LTM
- Each store has its own characteristics in terms of encoding, capacity and duration
- Explanations of forgetting are different for each store

Students may include a diagram. If this is accurately labelled and sufficiently detailed this can potentially receive the full 6 marks, as long as the answer includes both components (e.g. STM/LTM) and processes (e.g. rehearsal).

AO1 Knowledge and understanding of the MSM
6 marks - Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the MSM. There is appropriate selection of material to address the question.
5-4 marks - Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of the MSM. There is some evidence of selection of material to address the question.
3-2 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.
1 mark - Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge Selection of material is largely inappropriate.
0 marks - no creditworthy material

Question 2 (b)

Explain **two** limitations of the multi-store model of memory.

[4 marks]

AO2 = 4 marks Limitations of MSM

Likely limitations include an emphasis on rote rehearsal as a mechanism for transfer from STM to LTM even though this is not a very effective means of transfer, and transfer often occurs with no rehearsal. Students may also refer to case studies, such as that of Clive Wearing who lost episodic but not procedural memory suggesting there may be more than one type of LTM. Reference to the simple nature of STM in the MSM compared to the WMM would also be relevant.

AO2 Explanation of 2 limitations
4 marks - Effective explanation Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of 2 limitations of the MSM
3 marks - Reasonable explanation Explanation of 1 limitation of the MSM is accurate, reasonably detailed and demonstrates sound knowledge and understanding Or Explanation of 2 limitations of the MSM is generally accurate, but less detailed and demonstrates reasonable knowledge and understanding.
2 marks - Basic explanation Explanation of 1 limitation of the MSM is generally accurate, but less detailed and demonstrates reasonable knowledge and understanding. Or Explanation of 2 limitations of the MSM demonstrates basic knowledge and understanding.
1 mark - Rudimentary explanation Explanation of 1 or 2 limitations of the MSM demonstrates rudimentary knowledge.
0 Marks - No creditworthy material

Question 3

Marsha was walking to work when she saw a knife attack. The victim was badly injured. Marsha was the only witness to the knife attack.

Explain how a police officer could use **one or more** cognitive interview techniques to find out what Marsha could recall about the attack.

[4 marks]

AO2 = 4 marks Application of knowledge of the Cognitive Interview

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

The main techniques used in the cognitive interview could be:-

- Asking Marsha to mentally recreate an image of the situation, including details of the environment, such as the weather conditions, and her emotional state including how she was feeling at the time of the incident - context reinstatement
- Trying to mentally recreate the situation from different points of view. Although Marsha was the only witness she could be asked to imagine what another witness present at the scene would have seen - recall from a changed perspective.
- Marsha would be asked to describe the attack in a different chronological order eg from the knife attack to when she left her house - recall in reverse order.
- The police officer could encourage Marsha to report all details about the event, even though these details may seem unimportant to her - report everything.

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

Encourage Marsha to relax and speak slowly

Offer comments to help clarify Marsha's statements

Adapt questions to suit Marsha's understanding

Maximum 2 marks for an answer which has no explicit application to the scenario.

Maximum 1 mark for simply naming one or more cognitive interview techniques.

AO2 Application of knowledge the cognitive interview
4 marks - Effective Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to the cognitive interview is appropriate and effective. There is explicit reference to the scenario.
3 marks - Reasonable Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to the cognitive interview is mostly appropriate. There is explicit reference to the scenario.
2 marks - Basic Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to the cognitive interview is sometimes appropriate. There is no explicit reference to the scenario.
1 mark - Very brief/flawed Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to the cognitive interview is muddled and/or mostly inappropriate. One or more techniques simply named.
0 marks - No creditworthy material

Question 4

Outline **one** research study of the effect of anxiety on eye-witness testimony. In your answer you should include details of what participants were asked to do and the results of the study.

[6 marks]

AO1 = 6 marks Knowledge of one relevant study

All studies which relate to both **anxiety** and **eyewitness testimony** must be credited. However, laboratory studies where participants watched slides or films of car accidents (eg Loftus and Palmer 1974) were not investigating the effect of anxiety.

In work by Johnson & Scott and Loftus on weapon focus participants were asked to look at 50 photographs and select the one of a man they had seen earlier. Participants who had overheard a low key discussion and saw the man holding a pen with grease on his hands correctly identified him 49% of the time. Participants who heard a hostile discussion and breaking glass and saw the man holding a knife covered in blood correctly identified him 33% of the time.

Loftus and Burns (1982) found participants who watched a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident.

However, in a real life study Yuille and Cutshall (1986) interviewed witnesses and found those 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.

AO1 Knowledge and Understanding
6 marks - Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one study of anxiety and EWT including reference to both procedure and findings.
5-4 marks - Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one study of anxiety and EWT including reference to both procedure and findings.
3-2 marks - Basic Basic answer that demonstrates some relevant knowledge and understanding of procedure and/or findings of one study of anxiety and EWT, but lacks detail and may be muddled
1 mark - Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of one study of anxiety and EWT.
0 marks - no creditworthy material

Question 5

Explain **one** possible limitation of research into the effect of anxiety on eye-witness testimony.

[2 marks]

AO2 = 2 marks Explanation of one limitation

The limitation must be appropriate for research into the effect of anxiety on eye-witness testimony. Students may refer to possible ethical issues such as distress or lack of informed consent. Lack of ecological validity in laboratory experiments or lack of control in field research would also be relevant as would the inconsistency of research findings in the area.

1 mark for a very brief or slightly muddled answer, e.g. participants might be distressed or results are inconsistent.

2 marks for accurate elaboration e.g. Participants might be distressed by being shown unpleasant images such as a boy being shot in the face. (2 marks)

Results are inconsistent. Weapon focus studies show identification was worse in the knife condition than the pen condition but victims of a bank robbery showed the best recall. (2 marks)

Question 6

Psychologists have used case studies to investigate processes such as memory. Outline strengths **and/or** limitations of using case studies in psychological research.

[4 marks]

AO3 = 4 marks Knowledge and Understanding of Research Methods

Case studies are based on real life situations so have the advantage of realism. When used to investigate human behaviour they allow situations to be studied which could not be set up deliberately for ethical reasons. Because no two cases are the same they cannot be replicated and the findings cannot be generalised to other people. Merely stating a characteristic of case studies eg in-depth research is not credit worthy.

AO3 Application of knowledge of research methods
4 marks - Effective outline of strengths and/or limitations Outline demonstrates sound outline of at least one strength and / or limitation of using case studies in psychological research.
3 marks - Reasonable outline of strengths and/or limitations Outline demonstrates reasonable outline of at least one strength and / or limitation of using case studies in psychological research.
2 marks - Basic outline of strengths and/or limitations Outline demonstrates basic outline of at least one strength and / or limitation of using case studies in psychological research.
1 mark - Rudimentary outline of strengths and/or limitations Outline demonstrates rudimentary, muddled outline of at least one strength and / or limitation of using case studies in psychological research.
0 Marks - No creditworthy material

Question 7 (a)

Outline an appropriate memory improvement strategy for use in this experiment.

[2 marks]

AO2 = 2 marks Application of knowledge

Any memory strategy that could be used for learning a list of 10 words would be credit-worthy.

- Strategies based on visual imagery such as peg word method. In this case the first word could be associated with bun, the second with shoe etc.
- Narrative chaining would involve making up a story using the words.
- Method of loci would involve mentally placing each of the words in a known location.
- Acronyms or acrostics could be made relevant by using the first letter of each word.

Chunking is not an appropriate strategy for learning a list of words. However, students may use the term “chunking” but outline organisation which is creditworthy.

Simply naming “mnemonic”, narrative chaining, method of loci, etc should not be credited.

1 mark for a very brief/slightly muddled outline e.g. use the words to make up a story.

2 marks for accurate elaboration e.g. imagine each of the words along a well-known route and retrace your steps to cue recall.

Question 7 (b)

Write an appropriate operationalized directional hypothesis for this experiment.

[2 marks]

AO3 = 2 marks Knowledge and understanding of research methods

0 marks for a non-directional hypothesis or a correlational hypothesis

1 mark for a directional hypothesis e.g. condition 1 will be better than condition 2.

2 marks for an appropriate directional hypothesis where both variables are operationalized e.g.

Participants who use a memory improvement strategy will recall more words than participants who do not.

Question 7 (c)

Explain why it would be appropriate to do a pilot study before carrying out this experiment.

[4 marks]

AO3 = 4 marks Knowledge and Understanding of research methods

There is a depth/breadth trade off. Students may cover one point in detail or more than one in less detail. A pilot study could be used to check aspects of the research such as whether participants understand standardised instructions, whether timings are adequate etc. so that changes could be made before the main study. Given the classroom context of the question, saving money is not creditworthy.

AO3 Application of knowledge of research methods
4 marks – Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of why it would be appropriate to use a pilot study in this experiment.
3 marks - Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of why it would be appropriate to use a pilot study in this experiment.
2 marks - Basic evaluation Explanation demonstrates basic knowledge of why it would be appropriate to use a pilot study.
1 mark - Rudimentary evaluation Explanation demonstrates rudimentary knowledge of why it would be appropriate to use a pilot study.
0 Marks - No creditworthy material

Section B Developmental Psychology and Research Methods

Question 8 (a)

What is meant by the term 'secure attachment'?

[2 marks]

AO1 = 2 marks Knowledge of secure attachment

Secure attachment is the optimal form of attachment between an infant and caregiver. It is associated with sensitive caregiving and related to healthy emotional development.

Students may describe behaviours displayed by infants in the strange situation e.g. willing to explore, some stranger anxiety and positive reunion behaviour.

1 mark for a very brief or slightly muddled answer e.g. a strong emotional bond.

2nd mark for accurate elaboration e.g. a strong emotional bond between an infant and caregiver.

Question 8 (b)

Explain **one** strength of using the 'Strange Situation' in attachment research.

[2 marks]

AO2 = 2 marks One strength of using the strange situation in attachment research

The strange situation uses standardised procedures; therefore attachment styles can be reliably compared between different children and across different cultures.

It also means that studies can be reliably replicated.

Credit any appropriate strength.

1 mark for a very brief or slightly muddled answer e.g. it can be used to compare attachment in different cultures.

2nd mark for accurate elaboration e.g. it can be used to compare attachment in different cultures because it uses standardised procedures.

Question 8 (c)

Describe how behaviour in the 'Strange Situation' would be different for a child who shows insecure-resistant attachment and a child who shows insecure-avoidant attachment.

[4 marks]

AO2 = 4 marks Description of difference

- Separation behaviour e.g. insecure-avoidant show little concern when mother leaves, whereas insecure-resistant show intense distress.
- Reunion behaviour e.g. insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.
- Reaction to stranger e.g. insecure-avoidant reject comfort by stranger or show no concern at presence of stranger, whereas insecure resistant show distress in the presence of stranger.
- Exploration behaviour e.g. insecure-avoidant explore more than insecure resistant.

Students may describe one difference in detail, or more than one in less detail.

In the unlikely event of a student describing differences in the parents' behaviour, the answer should be marked on its merits.

AO2 Description of difference
4 marks - Effective description Description accurate, reasonably detailed and demonstrates sound knowledge and understanding of how insecure-avoidant behaviour is different from insecure-resistant behaviour.
3 marks - Reasonable description Description is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how insecure-avoidant behaviour is different from insecure-resistant behaviour.
2 marks - Basic description Description demonstrates basic knowledge of how insecure-avoidant behaviour is different from insecure-resistant behaviour.
1 mark - Rudimentary description Description demonstrates rudimentary knowledge of how insecure-avoidant behaviour is different from insecure-resistant behaviour.
0 Marks - No creditworthy difference

Question 8 (d)

Describe findings from research into cultural variations in attachment.

[4 marks]

AO1 = 4 marks Description of relevant findings

Students may refer to findings from one research study in reasonable detail, or more than one in less detail.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Students may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

AO1 Knowledge of findings of research into cultural variations in attachment	
4 marks - Accurate and reasonably detailed	Accurate and reasonably detailed answer that demonstrates sound knowledge of findings of research into cultural variations in attachment. 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 of findings of research into cultural variations in attachment. There is some evidence of selection of material to address the question
2 marks - Basic	Basic answer that demonstrates some relevant knowledge of findings of research into cultural variations in attachment. 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 findings of research into cultural variations in attachment. Selection of material is largely inappropriate
0 marks - No creditworthy findings	

Question 9 (a)

Explain how the psychologist could obtain a random sample of 10 children from the nursery to take part in her research.

[2 marks]

AO3 = 2 marks Knowledge and understanding of research methods

Put the names of all the children aged from 12 to 18 months who attend the nursery into a container and pull out the number required in an unbiased way.

Give a number to all the children aged from 12 to 18 months who attend the nursery and select the numbers required in an unbiased way by using random number tables or a random number generator on a computer.

0 marks for defining a random sample e.g. every member of the population has an equal chance of being chosen.

1 mark for a very brief or slightly muddled answer e.g. put all the names into a hat or pull ten names out of a hat.

2nd mark for accurate elaboration which includes how the selection would take place.

Question 9 (b)

The psychologist chose to use a random sample rather than a volunteer sample in this study. Give **one** advantage of using a random sample rather than a volunteer sample.

[2 marks]

AO3 = 2 marks Knowledge and understanding of research methods

A random sample is likely to be more representative of the target population than a volunteer sample.

1 mark for a very brief or slightly muddled answer eg a volunteer sample is biased.

2 marks for clear elaboration as above.

Question 9 (c)

'The Strange Situation' is used to investigate attachment between an infant and a parent.

How might a parent show demand characteristics in the 'Strange Situation'?

[2 marks]

AO3 = 2 marks Knowledge and understanding of research methods

In the strange situation the parent might change their behaviour and be more attentive to the child than they normally would.

1 mark for a very brief or slightly muddled answer e.g. a parent might behave differently.

2 marks for accurate elaboration as above.

Question 9 (d)

The British Psychological Society provides ethical guidance on planning, carrying out and reporting research. Explain some of the ethical issues that the psychologist would need to consider in research using the 'Strange Situation'.

[6 marks]

AO3 = 6 marks Knowledge and understanding of research methods

The focus of this question is on explaining ethical issues. However, ways of dealing with these issues could be creditworthy.

Possible ethical issues include

- Distress of the children when separated from their caregiver. This could be dealt with by cutting short the period of separation.
- Distress to the mother caused by being categorised as having an insecure attachment and/or being labelled as an insensitive mother.
- Confidentiality. Parents would not want the identity of their child to be known outside the study. This could be dealt with by not using names and avoiding photographs which might identify the children.
- Deception. Parents might not know the full implications of taking part in this study. They may know the child is being observed. They may not realise that their relationship with their child is being assessed.
- Right to withdraw at any time. This will include removing a distressed child during the study or the removal of data after the study has been completed.
- Debriefing. The psychologist would need to plan what information to include in the debrief.

Credit all relevant ethical issues.

AO3 Knowledge and understanding of research methods
6 marks - Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of at least two possible ethical issues
5 - 4 marks - Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of at least two possible ethical issues
3 - 2 marks - Basic explanation Explanation demonstrates basic knowledge of two or more possible ethical issues or reasonable knowledge of one.
1 mark - Rudimentary explanation Explanation demonstrates rudimentary knowledge of two or more possible ethical issues or basic knowledge of one.
0 Marks - No creditworthy material

Question 10

Outline **and** evaluate Bowlby's theory of attachment.

[12 marks]

AO1 = 6 marks

Outline of Bowlby's theory of attachment

AO2 = 6 marks

Evaluation of Bowlby's theory of attachment

AO1

Bowlby's theory of attachment suggests attachment is important for a child's survival. Attachment behaviours in both babies and their caregivers have evolved through natural selection. Infants are innately programmed to form an attachment. This is a biological process and takes place during a critical period. The role of social releasers, such as crying and smiling, is emphasised. The child's relationship with a PCG provides an internal working model which influences later relationships. This concept of monotropy suggests that there is one relationship which is more important than all the rest.

AO2

Evaluation of Bowlby's explanation could relate to criticisms of the critical period (later changed to sensitive period) and monotropy (e.g. Schaffer & Emerson's research on multiple attachments). Students might refer to imprinting and the problems of generalising from birds to humans. Positive references to the influential nature of Bowlby's work would be relevant, eg Hazan & Shaver's support for the continuity hypothesis. Practical applications in the care of young children eg a decline in institutional care is also creditworthy.

AO1 - Knowledge and understanding	AO2 - Evaluation/Commentary
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of Bowlby's theory of attachment. There is appropriate selection of material to address the question.	6 marks Effective Evaluation/Commentary Commentary/evaluation demonstrates sound analysis and effective use of a range of material to evaluate Bowlby's theory. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5-4 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of Bowlby's theory of attachment. There is some evidence of selection of material to address the question.	5-4 marks Reasonable evaluation Commentary/evaluation demonstrates reasonable analysis and use of material to evaluate Bowlby's theory A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.

3-2 marks - Basic Basic answer that demonstrates some relevant knowledge and understanding of Bowlby's theory of attachment, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3-2 marks Basic evaluation Commentary/evaluation demonstrates basic analysis and superficial evaluation of Bowlby's theory. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity; some specialist terms used; errors of grammar, punctuation and spelling detract from clarity.
1 mark - Very brief and/or flawed Very brief or flawed description that demonstrates very little knowledge of Bowlby's theory of attachment. Selection of information is largely inappropriate.	1 mark Rudimentary evaluation Commentary/evaluation demonstrates rudimentary, muddled analysis and/or evaluation of Bowlby's theory. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.
0 marks - No creditworthy material	0 marks - No creditworthy material

Assessment Objectives

QUESTION	AO1 MARK	AO2 MARK	AO3 MARK
1			2
2a	6		
2b		4	
3		4	
4	6		
5		2	
6			4
7a		2	
7b			2
7c			4
Cognitive Totals	12	12	12

8a	2		
8b		2	
8c		4	
8d	4		
9a			2
9b			2
9c			2
9d			6
10	6	6	
Developmental and Research Totals	12	12	12
Totals	24	24	24

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Psychology (Specification A) PSYA1

Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Tuesday 13 May 2014 1.30 pm to 3.00 pm

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 5 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 5, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
TOTAL	



J U N 1 4 P S Y A 1 O 1

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STEMUP.CO.UK

PSYA1

Section A Cognitive Psychology and Research Methods

Answer **all** questions in the spaces provided.

- 1** Research has found that short-term memory and long-term memory differ in their capacity and duration.

What is meant by 'capacity' in memory research?

[1 mark]

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What is meant by 'duration' in memory research?

[1 mark]

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- 2** A psychology student carried out a laboratory experiment to investigate encoding in STM. She used an opportunity sample of 20 participants.

Two lists of letters were read out to participants.

List 1 P V E D B C G T (letters that sound the same).

List 2 Y Z O A N F X R (letters that do not sound the same).

All 20 participants listened to list 1 and then tried to recall the letters. Next, they all listened to list 2 and then tried to recall these letters.

- 2 (a)** Explain **one** advantage of using a laboratory experiment in psychology studies.

[2 marks]

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2 (b) Write a non-directional hypothesis for this experiment.

[2 marks]

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2 (c) Name the experimental design used in this experiment. Evaluate the choice of this design in this experiment.

[1 + 3 marks]

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2 (d) The student used opportunity sampling to select the participants for this experiment. Explain why random sampling might have been a better sampling technique.

[2 marks]

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Question 2 continues on the next page

Turn over ►



The results for the experiment are given in **Table 1**.

Table 1: The mean numbers of letters recalled and standard deviations for list 1 (letters that sound the same) and list 2 (letters that do not sound the same).

	List 1 – Letters that sound the same	List 2 – Letters that do not sound the same
Mean	4.9	6.4
Standard deviation	1.6	0.9

2 (e) Explain what the mean scores suggest about encoding in STM.

[2 marks]

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2 (f) What do the standard deviations in **Table 1** suggest.

[2 marks]

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- 3** The working memory model includes the central executive, the phonological loop and the visuo-spatial sketchpad. Outline the main functions of the phonological loop and the visuo-spatial sketchpad.

[4 marks]

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Extra space

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- 4** A student was revising Bowlby's theory of attachment. He was trying to remember the names of some features of Bowlby's theory, including:

Evolution
Critical period
Social releasing mechanisms
Monotropy
Continuity hypothesis

Using your knowledge of strategies for memory improvement, explain how the student could memorise some of these features. Use examples from the list above.

[4 marks]

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Turn over ►



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- 5 Outline and evaluate **one or more** research studies which have investigated the accuracy of eyewitness testimony.

[12 marks]

You may use this space to plan your answer

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Extra space



This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice area with 20 horizontal dotted lines.



Section B Developmental Psychology and Research Methods

Answer **all** questions in the spaces provided.

6 Learning theory suggests that attachments are learned through classical conditioning and operant conditioning.

6 (a) Outline how learning theory has been used to explain attachment in infants.

[4 marks]

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6 (b) The findings of some studies challenge the learning theory of attachment. Identify **one or more** such studies and explain why the findings challenge the learning theory of attachment.

[4 marks]

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Turn over ►



- 7 At twelve months of age, Mark was observed in the Strange Situation. When his mother was present he explored the room but when she left he stopped exploring. He was slightly upset when his mother left the room but when she returned he was happy to see her. He was wary of a stranger who came into the room. Mark was found to have a secure attachment.
- Explain **two** ways in which behaviour in the Strange Situation would be different for a child who shows insecure-resistant attachment rather than secure attachment.
- [2 + 2 marks]**

Difference 1

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Difference 2

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- 8** A psychologist collected data on the percentages of three attachment types in three different countries, A, B and C. The results are shown in **Table 2**.

Table 2

Country	Percentage of each type of attachment		
	Secure	Insecure-avoidant	Insecure-resistant
A	64	7	29
B	65	21	14
C	67	26	7

- 8 (a)** These results show that secure attachments are most common in all three countries. What do these results show about cultural variations in attachment?

[2 marks]

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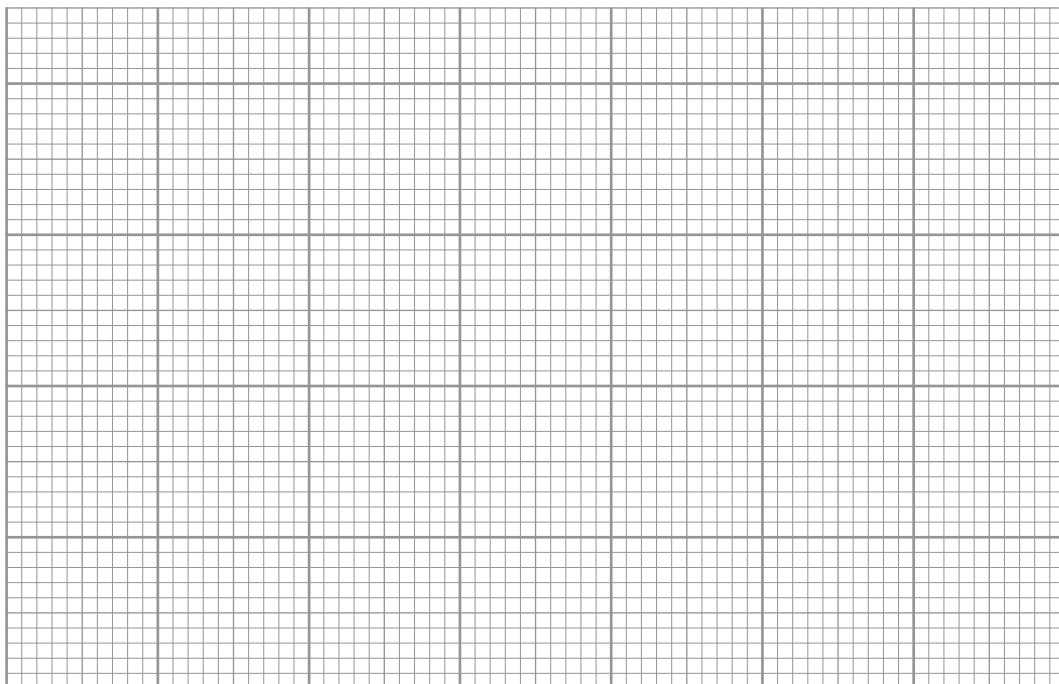
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- 8 (b)** Sketch an appropriate bar chart to display the data for insecure attachment presented in **Table 2**. Correctly label your bar chart.

[3 marks]



- 9** A researcher studied a group of children who had spent time in an institution before being adopted. Each child was observed by the researcher in their school playground and given a score for aggression. A high score indicated that the child was very aggressive. The research showed that the longer children had spent in the institution, the higher their aggression score.

- 9 (a)** What type of correlation was found in this study? Tick the correct box.

[1 mark]

Positive

☐

Negative

☐

Zero or no correlation

☐

- 9 (b)** Explain **one** limitation of correlational research.

[2 marks]

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- 9 (c)** Explain **one** ethical issue and **one** methodological issue associated with using observation to assess children's aggression.

[2 + 2 marks]

Ethical issue

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Methodological issue

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- 9 (d)** Apart from an increase in aggression, describe **one or more** possible effects of institutional care. Refer to research in your answer.

[4 marks]

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Extra space

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- 10** Outline **one** study into the effect of day care on children's social development. In your answer you should refer to how the study was carried out and what was found.

[4 marks]

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Extra space

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Turn over ►



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- 11 How has research into attachment influenced child care practices? **[4 marks]**

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Extra space

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4

END OF QUESTIONS



A-LEVEL

PSYCHOLOGY A

PSYA1 – Cognitive Psychology, Developmental Psychology and Research
Methods
Mark scheme

Specification 2180
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Section A Cognitive Psychology and Research Methods

Question 01

AO1 = 2 marks Knowledge of capacity and duration

Capacity refers to how much can be held in memory.

“How much it holds” = 1 mark

Duration refers to how long a memory lasts.

“How long it lasts” = 1 mark

Credit accurate examples from STM or LTM eg for capacity STM can hold 7+/-2 chunks. Eg for duration LTM lasts for a lifetime.

Question 02 a

AO3 = 2 marks Knowledge and understanding of research methods

High levels of control of extraneous variables

High replicability

Can conclude a change in the IV causes a change in the DV

1 mark for a very brief advantage eg “control of variables” or “can be repeated”

2 marks for accurate elaboration eg “someone else could repeat the experiment to check the results are reliable”

Question 02 b

AO3 = 2 marks Knowledge and understanding of research methods

0 marks for a directional, correlational or null hypothesis

1 mark if slightly muddled or not operationalised, eg “There will be a difference in memory for list 1 and list 2.” “There will be a difference between the two conditions”.

2 marks for eg “There will be a difference in number of letters recalled for list 1 and list 2.”

Question 02 c

AO3 = 4 marks Knowledge and understanding of research methods

Repeated measures design = 1 mark (Accept repeated/within participants)

0 marks for related or for simply stating participants take part in both conditions.

Evaluation could include strengths of a repeated measures design (each participant acts as their own control/reduces the effect of individual differences) limitations of the design (interference/order effects) or comparison with other designs.

1 mark for identifying a relevant evaluation point eg participants are compared with themselves.

Up to 2 further marks for accurate elaboration, and/ or for identifying other relevant points.

2 marks eg participants are compared with themselves so individual differences are held constant

3 marks eg participants are compared to themselves so there are fewer problems with individual differences than if an independent design was used.

(3 marks can be awarded for elaboration of one issue or for identifying three issues that could be relevant to this experiment.)

Question 02 d**AO3 = 2 marks****Knowledge and understanding of research methods**

A random sample is likely to be more representative of the target population than an opportunity sample and therefore findings are more likely to be generalisable.

1 mark for a very brief or slightly muddled answer eg an opportunity sample is biased.

2 marks for accurate elaboration.

Question 02 e**AO2 = 2 marks****Application of knowledge to a novel situation**

Participants find it easier to recall letters which sound different. This suggests the letters are stored in an acoustic manner in STM, when presented acoustically.

1 mark for a very brief or slightly muddled answer which refers to acoustic encoding/encoding by sound eg STM encodes acoustically

2 marks for accurate elaboration e.g. similar sounding letters are more difficult to recall because we use acoustic encoding in STM.

Question 02 f**AO3 = 2 marks****Knowledge and understanding of research methods**

There is more variation in recall of list 1 than of list 2.

Variation in scores can be expressed in a number of ways e.g. spread of scores, range of scores, divergence of scores, how close scores are to the mean.

1 mark for a very brief or slightly muddled answer

2 marks for accurate elaboration.

Question 03**AO1 = 4 marks****Knowledge of the working memory model**

The function of the phonological loop is to store a limited number of speech based sounds for a brief time. It is made up of a phonological store (inner ear) which stores acoustically coded items for brief periods and an articulatory control process (inner voice) which uses sub-vocal repetition. The visuo-spatial sketchpad holds information coded in a visual form for a short period of time. It includes the visual cache, a passive temporary visual store, and the inner scribe, which provides a rehearsal mechanism.

Both components function as slave systems of the central executive.

AO1 Knowledge of the functions of working memory model
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the functions of the phonological loop and the visuo-spatial sketchpad.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge of the functions of the phonological loop and the visuo-spatial sketchpad.

2 marks Basic Basic answer that demonstrates some relevant knowledge of the functions of the phonological loop and the visuo-spatial sketchpad, but lacks detail and may be muddled. Or Generally accurate but less detailed answer that demonstrates relevant knowledge of the functions of the phonological loop or the visuo-spatial sketchpad.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge of the functions of the phonological loop or the visuo-spatial sketchpad, or merely names subcomponents.
0 marks No creditworthy material.

Question 04**AO2 = 4 marks Application of knowledge to a novel situation**

Candidates could select strategies based on visual imagery such as method of loci, peg word method or mind maps. Acronyms/acrostics or narrative chaining could also be used.

The question refers to a student revising, so strategies which could lead to memory improvement in short term memory, such as chunking, should not be credited.

Simply naming/describing a memory strategy with no reference to the features of Bowlby's theory should not be credited.

AO2	Application of knowledge of memory improvement strategies.
4 marks Effective	The selection and application of psychological knowledge to memory improvement for the identified features is appropriate and effective.
3 marks Reasonable	The selection and application of psychological knowledge to memory improvement for the identified features is mostly appropriate.
2 marks Basic	The selection and application of psychological knowledge to memory improvement for the identified features is sometimes appropriate.
1 marks Rudimentary	The selection and application of psychological knowledge to memory improvement for the identified features is muddled and/ or mostly inappropriate.
0 Marks	No creditworthy material

Question 05**Total 12 marks****AO1 = 6 marks****Outline of relevant research study/studies****AO2 = 6 marks****Evaluation of relevant research study/studies****AO1**

There is a wide range of possible studies which candidates could select from the topic areas named in the specification which are: misleading information, anxiety and age of witness.

Answers might describe one study in some detail, or describe a wider range in less detail.

Any aspects of relevant studies could be credited to gain full marks.

Examiners should check carefully studies with which they are unfamiliar.

Candidates may refer to research with older and younger adults eg Anastasi & Rhodes (2006) used participants aged 18 – 78 years. Warren et al (2005) found older children were more likely to be influenced by leading questions than adults.

For misleading information 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.

For anxiety, Loftus's (1979) weapon focus experiment showed 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. 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.

Research studies relating to cognitive interviews are relevant as long as they focus on accuracy. Description of techniques used in cognitive interviews would not receive credit.

AO2

Evaluation is likely to focus on the effectiveness of research. It will depend on the studies selected but might refer to:-

- methodological evaluation eg lack of ecological validity in laboratory research or lack of control in real life situations
- appropriate ethical issues
- practical applications/implications eg court cases
- links to relevant theory eg Yerkes Dodson and arousal, own age bias

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description of relevant studies that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.	6 marks Effective evaluation Effective evaluation of material to address the question and provide informed evaluation. Effective use of research evidence. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5-4 marks Less detailed but generally accurate Less detailed but generally accurate description of relevant studies that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	5-4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable evaluation. Reasonable use of research evidence. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.

3-2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of relevant studies but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3-2 marks Basic evaluation The use of material provides only a basic evaluation. Basic use of research evidence. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity; some specialist terms used; errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge or understanding of relevant studies. Selection of information is largely inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material presented.	0 marks No creditworthy material presented.

Question 06 a**AO1 = 4 marks****Knowledge of learning theory explanation of attachment**

The question states “Learning theory suggests attachment develops through classical and operant conditioning.”, so this should not receive credit if presented as an answer.

According to classical conditioning food (UCS) produces pleasure (UCR). The mother is associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant’s hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward.

Candidates may refer to classical conditioning, operant conditioning or both.

The explanation must be directly linked to attachment. Unrelated descriptions of classical or operant conditioning are not credit-worthy.

AO1 Knowledge of learning theory explanation of attachment
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description of the theory that demonstrates sound knowledge and understanding.
3 marks Less detailed but generally accurate Less detailed but generally accurate description of the theory that demonstrates relevant knowledge and understanding.
2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of the theory but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge or understanding of the theory.
0 marks No creditworthy material presented.

Question 06 b**AO2= 4 marks****Application of knowledge**

Schaffer and Emerson found less than half of infants had a primary attachment to the person who usually fed them. Harlow's research suggested monkeys became attached to the soft surrogate mother rather than the one who fed it. Lorenz found goslings imprinted on the first moving object they saw.

Credit any relevant research findings.

Maximum 1 mark for simply identifying relevant research eg Harlow's monkeys or imprinting.

Further marks for accurate explanation of why the findings challenge learning theory.

AO2	Application of knowledge
4 marks Effective	The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is appropriate and effective.
3 marks Reasonable	The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is mostly appropriate.
2 marks Basic	The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is sometimes appropriate.
1 marks Rudimentary	The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is muddled and/ or mostly inappropriate.
0 Marks	No creditworthy material

Question 07**AO2 = 4 marks****Outline of differences**

Candidates are most likely to outline differences relating to the following stages in the strange situation:-

- Exploration – resistant are fussy and less likely to explore
- Separation behaviour – resistant will cry and are much more distressed.
- Stranger anxiety – resistant will show more stranger anxiety.
- Reunion behaviour – resistant infants are harder to sooth. They may show ambivalent behaviour towards the mother.

For each difference 1 mark for a very brief or slightly muddled outline of the difference. Second mark for accurate elaboration. If candidates cover 3 differences credit the best 2.

Question 08 a**AO3 = 2 marks****Knowledge and understanding of research methods**

Ways that insecure attachments vary, eg:

- country A has the lowest % of insecure avoidant
- country C the lowest % of insecure resistant
- B and C have a higher percentage of insecure avoidant than A.

Award 1 mark for each accurate point.

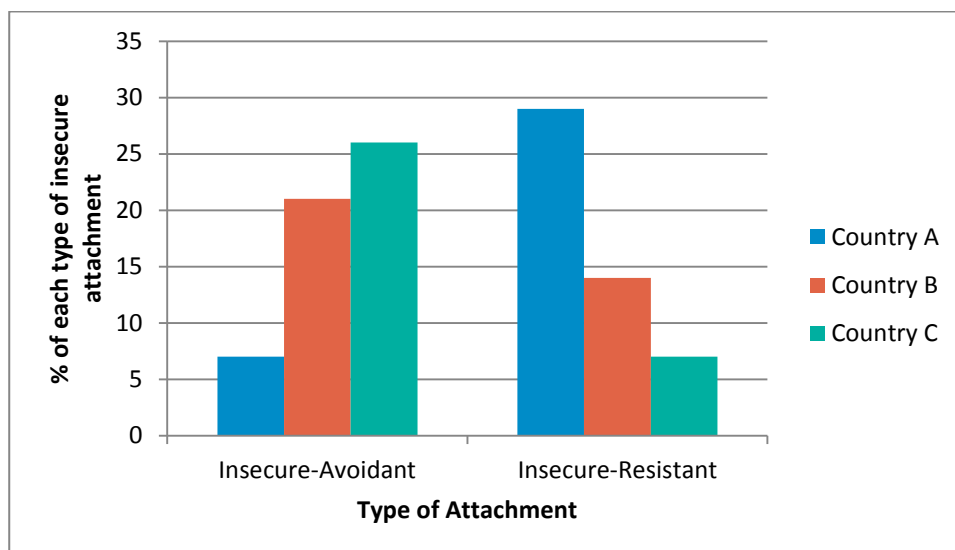
Question 08 b**AO3 = 3 marks****Knowledge and understanding of research methods**

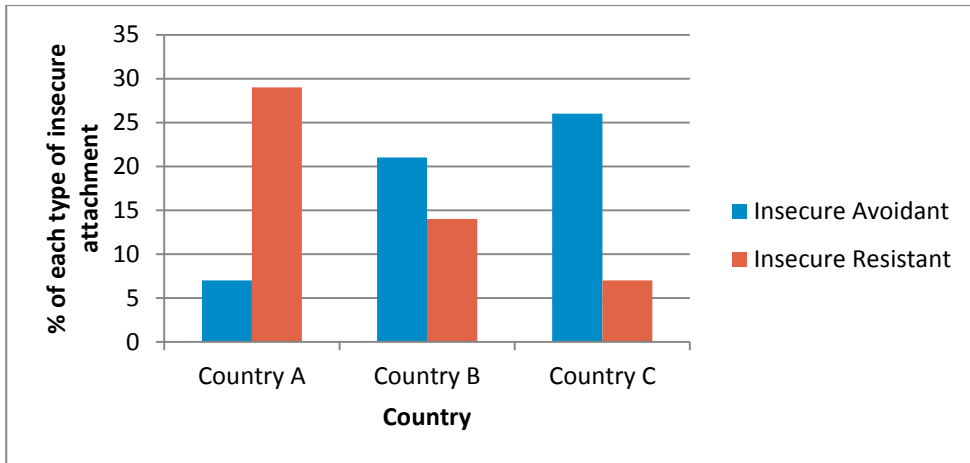
0 marks if the candidate has not drawn a bar chart.

1 mark for drawing a bar chart using an appropriate scale.

Up to 2 marks for accurate and complete labelling. For 2 marks both bars and the vertical axis should be clearly labelled.

If candidate has included secure attachment or partially included insecure attachment maximum 2 marks (1 mark for appropriate scale and 1 mark for accurate complete labelling).



**Question 09 a****AO3 = 1 marks****Knowledge and understanding of research methods**

Positive correlation 1 mark

If more than one box is ticked, zero marks

Question 09 b**AO3 = 2 marks****Knowledge and understanding of research methods**

A main limitation is that there is no manipulation of an IV so it cannot be assumed that a change in one variable caused a change in the other, so cause and effect cannot be established.

Other variables may affect both measured variables.

Correlations only measure linear relationships.

Accept all correct answers including those which refer to statistical significance, number of pairs of scores and distortions caused by outliers.

1 mark for a very brief or slightly muddled answer eg it doesn't show cause and effect.

2 marks for accurate elaboration.

Question 09 c**AO3 = 4 marks****Knowledge and understanding of research methods**

Likely ethical issues relating to observation include obtaining informed consent from parents and children; possible deception if parents and/or children are not aware their aggressive behaviour is being observed; maintaining confidentiality etc

Likely methodological issues include deciding how to categorise aggressive behaviour; children behaving differently when being observed etc.

Accept all correct answers.

For each issue 1 mark for a very brief or slightly muddled answer eg "Is pushing aggressive?"

2nd mark for accurate elaboration.

Candidates who refer to CRB checks would need to make a case for why this is an ethical or methodological issue to receive credit.

Question 09 d

AO1 = 4 marks

Knowledge of the effects of institutional care

Hodges & Tizard (1989) found negative social effects such as attention seeking behaviour and problems with peer relationships in both adopted and restored children. Rutter's longitudinal study of Romanian orphans showed negative effects on social and cognitive development, especially for children who had spent the longest time in an institution. Robertson and Robertson's study of the effects of short term residential care would be relevant, eg PDD.

Answers based on the possible effects of failure to form attachments during a critical/sensitive period could be credited. Credit reference to a lack of negative consequences of early institutional care.

It is unlikely that candidates would be able to make case studies such as Genie relevant to institutional care. The effects of day care or animal research are not credit-worthy.

AO1 Knowledge of the effects of institutional care
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of one or more effects of institutional care. There is reference to relevant research.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge of one or more effects of institutional care.
2 marks Basic Basic answer that demonstrates some relevant knowledge of one or more effects of institutional care, but lacks detail and may be muddled.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge of one or more effects of institutional care.
0 marks No creditworthy material.

Question 10

AO1 = 4 marks
development

Knowledge of one study of the effects of day care on social

The effects of day care on aggression and peer relations are included in the specification, so it is likely that candidates will select research which relates to these.

Shea (1981) observed children (average age 4 years 3 months) who attended pre-school for 2, 3 or 5 days a week. He found that over a 10 week period aggressive behaviour decreased in all three groups. In the US, the NICHD study has followed the progress of more than 1000 children since 1991. It was found that the more time children spent in day care from birth to four and a half years, the more adults rated them as aggressive.

Field (1991) found the more time children spend in day care, the more friends they had. The EPPE project (2003) looked at large numbers of children in different types of pre-school provision and found high quality care was associated with greater sociability with other children. However, it also concluded that high levels of group care before the age of three (and particularly before the age of two) were associated with higher levels of aggression. Dilallo (1988) found children who spend

more time in day care were less cooperative and helpful in their relations with other children. Campbell (2000) found children who were in care for a long time each day were less socially competent than children who spent shorter days in care.

Candidates may refer to older studies. This is acceptable as long as they are investigating day care (not institutional care) and relate to children's social development.

AO1	Knowledge and understanding
4 marks Accurate and reasonably detailed	Accurate and reasonably detailed description of one relevant study that demonstrates sound knowledge of what was done and what was found.
3 marks Less detailed but generally accurate	Less detailed but generally accurate description of one relevant study that demonstrates relevant knowledge of what was done and what was found OR Accurate and reasonably detailed description of one relevant study that demonstrates sound knowledge of what was done or what was found.
2 marks Basic	Basic description that demonstrates some relevant knowledge of one relevant study but lacks detail and may be muddled.
1 mark Very brief/flawed	Very brief or flawed description that demonstrates very little knowledge of one relevant study.
0 marks	No creditworthy material presented.

Question 11

AO2 = 4 marks

Application of knowledge

Children who are not looked after by their parents need to have an opportunity to form an attachment with someone else. Candidates may refer to the advantages of foster care or adoption rather than institutional care.

Reference to key workers in day care would be relevant, as would parents staying with children in hospital.

There is a very wide range of potentially relevant material for this question. Candidates may give a reasonably detailed answer in relation to one area, such as day care, or refer to several areas more briefly.

AO2	Application of knowledge of research into attachment.
4 marks Effective	The selection and application of knowledge of research into attachment to child care practices is appropriate and effective.
3 marks Reasonable	The selection and application of knowledge of research into attachment to child care practices is mostly appropriate and reasonably effective.
2 marks Basic	The selection and application of knowledge of research into attachment to child care practices is brief and or sometimes appropriate.
1 marks Rudimentary	The selection and application of knowledge of research into attachment to child care practices is very brief, muddled and/ or mostly inappropriate.
0 Marks	No creditworthy material

Assessment Objectives

QUESTION	AO1 MARK	AO2 MARK	AO3 MARK
1	2		
2a			2
2b			2
2c			4
2d			2
2e		2	
2f			2
3	4		
4		4	
5	6	6	
Cognitive Totals	12	12	12

6a	4		
6b		4	
7		4	
8a			2
8b			3
9a			1
9b			2
9c			4
9d	4		
10	4		
11		4	
Developmental and Research Totals	12	12	12
Totals	24	24	24

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2013

Psychology (Specification A) PSYA1

Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Wednesday 22 May 2013 9.00 am to 10.30 am

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 8 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 8, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	



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PSYA1

Section A Cognitive Psychology and Research Methods

Answer **all** questions in the spaces provided.

Total for this question: 4 marks

- 1** According to the multi-store model of memory, there are several ways in which short-term memory and long-term memory differ.

Explain how the findings of **one or more** studies demonstrate that short-term memory and long-term memory are different.

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(4 marks)

Extra space

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4



Total for this question: 4 marks**2** Briefly describe the working memory model.

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(4 marks)

Extra space

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4

Turn over for the next question**Turn over ►**

Total for this question: 16 marks

- 3** A researcher investigated whether memory for words presented with pictures was better than memory for words presented without pictures. The researcher used an independent groups design.

In **Condition 1**, participants were given a limited time to learn a list of 20 words. They were then asked to recall the 20 words in any order.

In **Condition 2**, participants were given the same time to learn the same 20 words, but this time each word was presented with a picture. For example, the word 'apple' was presented alongside a picture of an apple. They were then asked to recall the 20 words in any order.

- 3 (a)** A pilot study is a small-scale investigation carried out before the main study.

Explain why it would be appropriate for this researcher to use a pilot study. In your answer you must refer to details of the experiment given above.

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(4 marks)

Extra space

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3 (b) State a non-directional hypothesis for this experiment.

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(2 marks)

3 (c) Explain **two** reasons why it was more appropriate to use an independent groups design than a repeated measures design.

Reason 1

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Reason 2

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(2 marks + 2 marks)

Question 3 continues on the next page

Turn over ►



Table 1: The range and median number of words correctly recalled for participants shown words without pictures and for participants shown words with pictures

	Condition 1 Words without pictures	Condition 2 Words with pictures
Median number of words correctly recalled	13	16
Range	11	13

3 (d) What do the scores in **Table 1** show?

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(2 marks)

After he had carried out the experiment, the researcher noticed that one participant in **Condition 1** had recalled all 20 words. The researcher thought that this participant might have used a strategy for memory improvement, even though he had not been told to do so.

3 (e) Identify a memory improvement strategy that this participant might have used. Explain how this strategy could have been used to learn the list of 20 words.

Memory improvement strategy

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Explanation

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(1 mark + 3 marks)



Extra space

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16

Turn over for the next question

Turn over ►



4 Outline and evaluate research into how age can affect the accuracy of eyewitness testimony (EWT).

[illegible]

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The background is white, and there are no margins or additional markings present.

3

Total for this question: 4 marks

- 5** Outline how a cognitive interview can be used to improve the accuracy of eyewitness testimony (EWT).

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(4 marks)

Extra space

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4



Section B Developmental Psychology and Research Methods

Answer **all** questions in the spaces provided.

Total for this question: 2 marks

6 What is meant by the term 'attachment'?

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(2 marks)

2

Turn over for the next question

Turn over ►



7 When Max was born, his mother gave up work to stay at home and look after him. Max's father works long hours and does not have much to do with the day-to-day care of his son. Max is now nine months old and he seems to have a very close bond with his mother.

[illegible]

Extra space

6



8 Outline and evaluate research into cultural variations in attachment.

You may use this space to plan your answer

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.

(12 marks)



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

12



Total for this question: 12 marks

A psychologist wanted to investigate the effects of age of adoption on aggressive behaviour. He compared children who had been adopted before the age of two with children who had been adopted after the age of two. The children were observed in their school playground when they were six years old.

- 9 (a)** Suggest **two** operationalised behavioural categories the psychologist could use in his observation of aggressive behaviour. Explain how the psychologist could have carried out this observation.

Behavioural Category 1

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Behavioural Category 2

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Explanation of how the observation could have been carried out

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(2 marks + 2 marks)

- 9 (b)** Explain **one** ethical issue the psychologist would have needed to consider when carrying out this research. How could the psychologist have dealt with this issue?

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(4 marks)



Extra space

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The psychologist wanted to investigate how aggressive the children were when they were at home. He interviewed a sample of their parents to investigate this.

- 9 (c)** Explain why using interviews might be better than using questionnaires in this situation.

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(4 marks)

Extra space

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12

Turn over for the next question

Turn over ►



Total for this question: 4 marks**10**Outline **one** research study into the effects of day care on peer relations.

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(4 marks)

Extra space

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4

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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General Certificate of Education (A-level)
June 2013

Psychology A

PSYA1

(Specification 2180)

**Unit 1: Cognitive Psychology, Developmental
Psychology and Research Methods**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Section A Cognitive Psychology and Research Methods

Question 1

AO2 = 4 marks

Application of knowledge to explain how research findings support a difference between STM and LTM

The focus of this answer must be on explaining difference. Candidates may base their explanation on the findings of one experiment such as Murdock (1962) which showed a primacy effect (LTM) and a recency effect (STM), or on a case study such as KF which showed impaired STM but unaffected LTM. Reference to evidence from brain scans would also be relevant, eg Squire (1992) found the hippocampus is active in LTM tasks and areas in the pre-frontal cortex are active during STM tasks.

Alternatively the explanation may relate to a specific feature of STM/LTM e.g. Peterson and Peterson supported the idea of limited duration in STM while Bahrick supported that of relatively permanent LTM. Other relevant features are capacity, encoding and forgetting. STM encoded acoustically and LTM encoded semantically. Baddeley found that lists of similar sounding words confused STM term memory and lists of semantically similar words confused long term memory.

Candidates who describe the findings of one study relating to the capacity of STM can access full marks by simply stating that the capacity of LTM is considered to be unlimited.

AO2
Application of knowledge and understanding
4 marks Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of how research findings support a difference. e.g. 1 or more detailed differences + evidence illustrating both parts. (The evidence can be from 1 study)
3 marks Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how research findings support a difference. e.g. 2 detailed differences (e.g. duration and capacity) or 1 detailed difference + evidence illustrating one part of the difference.
2 marks Basic explanation Explanation demonstrates basic knowledge of how research findings support a difference. e.g. Duration is 20 seconds in STM and unlimited in LTM.
1 marks Rudimentary explanation Explanation demonstrates rudimentary knowledge of how research findings support a difference. e.g. Capacity is smaller in STM than LTM.
0 marks No creditworthy material relating to an explanation of how research findings support a difference.

Question 2

AO1 = 4 marks

Knowledge and understanding of model

Candidates may describe the original 1974 version of the model or include later additions such as the episodic buffer which was added in 2000.

The working memory model replaced the idea of a unitary STM. It suggests a system involving active processing and short-term storage of information.

Key features include the central executive, the phonological loop (consisting of two components, the phonological store and the articulatory control process), and the visuo-spatial sketch pad.

For 4 marks candidates should refer to components and processes.

Candidates may include a diagram. If this is accurately labelled and sufficiently detailed, this can potentially receive the full 4 marks.

AO1
Knowledge of the working memory model
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of the model.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of the model.
2 marks Basic Basic answer that demonstrates some relevant knowledge of the model, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief (e.g. only naming 2 or more components), or flawed answer demonstrating very little knowledge of the model.
0 marks No creditworthy material.

Question 3 a

AO3 = 4 marks Application of knowledge of research methods

In this experiment a pilot study could be used to:-

- check how long the participant should be given to look at the stimulus material
- check whether the pictures were appropriate and clear
- check whether 20 is an appropriate number of words to use
- check whether the words were appropriate
- check the participants understand the instructions and what they are required to do
- ask a few participants about their experience of taking part

Changes can then be made to the procedure if necessary, to avoid wasting time/money. There is a depth/breadth trade off. Candidates may cover one point in detail or more than one in less detail.

Vague or general statements which simply state “to save time/money”, “to see if it works”, “to see if there is a difference” = 0
To test/change the hypothesis = 0

A03
Application of knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why a pilot study would be appropriate, including at least one detail from the experiment.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates sound knowledge and understanding of why a pilot study would be appropriate, including at least one detail from the experiment.
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.

Question 3 b

A03 = 2 marks Knowledge and understanding of research methods

0 marks for a directional/correlational/null hypothesis.

1 mark for an appropriate non directional hypothesis where either or both variables are not operationalised e.g. memory will be different in the two conditions and/or when the hypothesis is not written as a statement e.g. "To see if ..." or "Is there.....?"

2 marks for an appropriate non directional hypothesis where both variables are operationalised e.g. there will be a difference in the number of words correctly recalled when words are presented with pictures and without pictures.

Question 3 c

A03 = 2 + 2 marks Knowledge and understanding of research methods

Reasons for using an independent groups design rather than repeated measures include:-

There are no order effects because participants only do the task once.

The same words can be used in both conditions so one set of words is no easier to recall than the other set of words.

Demand characteristics are less likely because participants will be unaware of the other condition.

Credit other appropriate reasons.

Simply stating IGD is quicker/saves time = 0.

In each case 1 mark for a very brief/slightly muddled potentially relevant reason that could explain the use of IGD.

2nd mark for some elaboration of a reason that is relevant/appropriate to this study.

Question 3 d

A03 = 2 marks Knowledge and understanding of research methods

The focus of this question is on understanding the outcome of this experiment.

Simply re-stating the data in table 1 = 0

e.g. The range for Condition 1 is 11 and for Condition 2 is 13.

Or The range is higher for Condition 1 than for Condition 2.

Or The median for Condition 1 is 13 and Condition 2 is 16.

Or The median for Condition 2 is higher than Condition 1.

1 mark for accurate reference to either median or range

e.g. more words were correctly recalled with pictures than without pictures.

Or The spread/dispersion of scores is larger with pictures than without pictures.

Or There is more individual variation with pictures than without.

2 marks for accurate reference to both difference and dispersion (spread) as above.

Question 3 e

AO2 = 1 + 3 marks Application of knowledge to a novel situation

Candidates may identify strategies based on visual imagery such as method of loci. The peg word method could also be relevant. In this case the first word could be associated with bun, the second with shoe etc. However, for full marks candidates would need to explain how the technique could be used for 20 words. Acronyms or acrostics could be made relevant by using the initial letter of each word. Credit other appropriate strategies.

Simply naming “mnemonic” should not be credited.

1 mark for identification of an appropriate memory strategy

1 mark for a very brief or slightly muddled explanation of how this strategy could have been used to learn the list of 20 words.

Up to 2 further marks for an appropriate explanation of how this strategy could have been used.

Question 4

AO1 = 4 marks

Outline of relevant research

AO2 = 4 marks

Evaluation of relevant research

AO1

Candidates must select research which relates to both age of witness and eye-witness testimony. There is a wide range of research that could be selected. Candidates might describe in some detail what one research study has shown, or describe more research studies in less detail. Some of the research is contradictory, so unsubstantiated statements such as “research suggests children’s memories are worse than adults” are unlikely to receive credit.

Candidates may refer to older and younger adults, e.g. Anastasi & Rhodes (2006) used participants aged 18 – 78 years. They found young and middle aged participants were more accurate at recognising photographs than older participants. Cohen and Faulkner (1988) found older people made more recall errors than younger people. However, Yarmey (1993) found no differences in the ability of older participants to recall physical characteristics of a young woman.

Reference to children as witnesses would also be relevant e.g. Warren et al (2005) found older children were more likely to be influenced by leading questions than adults.

Candidates may refer to more theoretical concepts e.g. own age bias

AO2

Evaluation in relation to lack of ecological validity in laboratory studies or lack of control in real life situations could be relevant. Candidates might refer to the problem of own age bias

which could be a factor in research using identification of college aged photographs. Ethical issues could be relevant as could practical applications of the research.

Commentary on the contradictory nature of the research and the implications of this for court cases could also be credit-worthy.

Candidates may refer to a number of issues in reasonable depth or elaborate on a more restricted range of issues.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into how age can affect accuracy of EWT. 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 how age can affect accuracy of EWT. 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 how age can affect accuracy of EWT, 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 how age can affect accuracy of EWT. 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

Question 5

AO1 = 4 marks

Knowledge of the cognitive interview

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.

Section B Developmental Psychology and Research Methods

Question 6

AO1 = 2 Knowledge of attachment

Attachment can be defined as an emotional relationship between two people in which each seeks closeness and feels more secure when in the presence of the attachment figure.

1 mark for a very brief or slightly muddled answer e.g. an emotional bond.

2nd mark for accurate elaboration e.g. an emotional bond between two people..

Question 7

AO2 = 6 Application of knowledge of the learning theory of attachment

Learning theory suggests attachment develops through classical and operant conditioning. According to classical conditioning food (UCS) produces pleasure (UCR). Max's mother was associated with the food and becomes a conditioned stimulus. According to operant conditioning food satisfied Max's hunger and made him feel comfortable again (drive reduction). Food was therefore a primary reinforcer. His mother was associated with food and became a secondary reinforcer. Max became attached to his mother because she was a source of reward. Social learning theory could also be credited.

The explanation must be directly linked to Max and his mother.

Answers which make no reference to Max and his mother maximum 3 marks.

Unrelated descriptions of classical or operant conditioning are not credit-worthy.

AO2
Application of knowledge of the learning theory of attachment
6 marks Effective The answer offers an effective explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is appropriate and effective.
5 - 4 marks Reasonable The answer offers a reasonable explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is mostly appropriate.
3 - 2 marks Basic The answer offers a basic explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is sometimes appropriate.
1 marks Rudimentary The answer offers a rudimentary explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is muddled and/or mostly inappropriate.
0 Marks No creditworthy material

Question 8

AO1 = 6 marks

Outline of research into cultural variations in attachment.

AO2 = 6 marks

Evaluation of research into cultural variations in attachment.

AO1

Candidates may refer to one study in reasonable detail, or more than one in less detail. They may cover methodology, findings and/or conclusions.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain.

Avoidant attachment was more common in West Germany but rare in Israel and Japan.

Variation within cultures was 1.5 times greater than the variation between cultures.

Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

In the unlikely event that candidates refer to theories/models, answers should be marked on their merits.

AO2

Candidates may refer to ethical issues because the strange situation may have been stressful for the infant. The validity of research using the strange situation can be questioned. Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother. The strange situation was developed in America and may have limitations in studying attachment types in different cultures. Candidates may refer to positive aspects of the strange situation such as replication of the controlled conditions.

The Van Ijzendoorn and Kroonenberg's meta-analysis can be criticised because of the limited number of studies in some countries. Also the problems of over-generalising from a limited sample could be relevant.

AO1 Knowledge and understanding	AO2 Evaluation/Commentary
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into cross cultural variations in attachment. There is appropriate selection of material to address the question.	6 marks Effective evaluation Effective use of material to address the question and provide informed evaluation. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5 - 4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of research into cross cultural variations in attachment. There is some evidence of selection of material to address the question.	5 - 4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable evaluation. Reasonable use of research evidence. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3 - 2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of research into cross cultural variations in attachment, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3 - 2 marks Basic evaluation The use of material provides only a basic evaluation. Basic use of research evidence. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity; some specialist terms used; errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge or understanding of research into cross cultural variations in attachment. Selection of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material presented.	0 marks No creditworthy material presented.

Question 9 a

AO3 = 2 + 2 marks Knowledge and understanding of research methods

Suitable behavioural categories for investigating children's aggressive behaviour could be:- pushing, hitting, biting, punching, swearing, etc.

Maximum 2 marks - 1 for each suitable behaviour category.

Candidates may suggest recording playground behaviour on CCTV for later analysis by ticking a box when a relevant behaviour is shown by the child. Alternatively the researcher could watch each child's behaviour in the playground and tick the box when each behaviour is shown. In this case where the researcher stands and whether the children know they are being observed would be relevant.

1 mark for a very brief or slightly muddled explanation e.g. use a tally chart

2nd mark for accurate elaboration

Question 9 b

AO3 = 4 marks Knowledge of research methods

There are no ethical issues named in the specification, so any potentially relevant issues in this research should be credited.

Although the psychologist would not be responsible for the behaviour of the children in the playground he might consider his responsibility if he saw that one of the children was being harmed.

Likely ethical issues include informed consent, right to withdraw, confidentiality or respect.

Ways of dealing will depend on the issue selected.

There are different routes to achieving 4 marks depending on the ethical issue selected, but for full marks both the ethical issue and how the psychologist could have dealt with it should be clear.

AO3
Knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one relevant ethical issue and how the psychologist could have dealt with this issue.
3 marks Less detailed but generally accurate answer that demonstrates relevant understanding of one relevant ethical issue and how the psychologist could have dealt with this issue. or Accurate and reasonably detailed answer that demonstrates sound understanding of one relevant ethical issue or how the psychologist could have dealt with an issue.
2 marks Basic Basic answer that demonstrates some relevant understanding of one relevant ethical issue and/or how the psychologist could have dealt with an ethical issue, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of a relevant ethical issue and/or how the psychologist could have dealt with an issue.
0 marks No creditworthy material.

Question 9 c

AO3 = 4 marks

Knowledge of research methods

There are different routes to full marks in this question. Candidates explain one advantage in reasonable detail or more advantages in less detail.

Advantages of using an interview rather than a questionnaire could include it would allow the interviewer to clarify questions and answers; it might be easier to see if participants were answering honestly because their reactions could be observed; it is easier to collect detailed qualitative data.

AO3
Knowledge of research methods
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one or more advantages of using interviews rather than questionnaires in this situation.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant understanding of one or more advantages of using interviews rather than questionnaires in this situation.
2 marks Basic Basic answer that demonstrates some relevant understanding of one or more advantages of using interviews rather than questionnaires in this situation, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little understanding of one or more advantages of using interviews rather than questionnaires in this situation.
0 marks No creditworthy material.

Question 10

AO1 = 4 marks

Outline of one relevant study

Generally the effects of day care on peer relationships are positive. e.g. Field (1991) found the more time children spend in day care, the more friends they had. The EPPE project (2003) looked at large numbers of children in different types of pre-school provision and found high quality care was associated with greater sociability with other children. However, Dilalla (1988) found children who spend more time in day care were less cooperative and helpful in their relations with other children. Campbell (2000) found children who were in care for a long time each day were less socially competent than children who spent shorter days in care.

Candidates may refer to older studies. This is acceptable as long as they relate to day care (not institutional care) and peer relations. Candidates who refer to aggression would need to make a link with peer relations.

Candidates are likely to outline findings, but description of procedure is also relevant.

Anecdotal answers which contain relevant material but make no reference to identifiable research should be restricted to 1 mark.

AO1
Knowledge of one research study into the effects of day care on peer relations
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of one study into the effects of day care on peer relations.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of one study into the effects of day care on peer relations.
2 marks Basic Basic answer that demonstrates some relevant knowledge of one study into the effects of day care on peer relations, but lacks detail and may be muddled.
1 mark Very brief/flawed Very brief or flawed answer demonstrating very little knowledge of one study into the effects of day care on peer relations.
0 marks No creditworthy material.

Assessment Objectives

QUESTION	AO1 MARK	AO2 MARK	AO3 MARK
1		4	
2	4		
3a			4
3b			2
3c			4
3d			2
3e		4	
4	4	4	
5	4		
Cognitive Totals	12	12	12

6	2		
7		6	
8	6	6	
9a			4
9b			4
9c			4
10	4		
Developmental and Research Totals	12	12	12
Totals	24	24	24

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