

**EDEXCEL A-LEVEL PSYCHOLOGY**

# **PSYCHOLOGY**



**EXAM QUESTION PACK**

**UNIT 1 OLD SPECIFICATION PAPERS**

**STEMUP**

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Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCE**

Centre Number

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# Psychology

**Advanced Subsidiary**

**Unit 1: Social and Cognitive Psychology**

Monday 16 May 2016 – Afternoon

**Time: 1 hour 20 minutes**

Paper Reference

**6PS01/01**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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P 4 6 6 1 1 A 0 1 2 0

**PEARSON**

## SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

For questions 1–7 choose ONE answer from A, B, C or D.

- 1 In Milgram's (1963) original study, how many participants took part in the experiment?

- ☐ A 30
- ☐ B 40
- ☐ C 50
- ☐ D 60

(Total for Question 1 = 1 mark)

- 2 Forgetting could be described as:

- ☐ A problems with interpreting information
- ☐ B having the correct environmental cues at retrieval
- ☐ C having the correct state cues at retrieval
- ☐ D problems with accessing information

(Total for Question 2 = 1 mark)

- 3 Which type of experimental design means that all participants take part in all experimental conditions?

- ☐ A Repeated measures
- ☐ B Independent groups
- ☐ C Laboratory experiment
- ☐ D Field experiment

(Total for Question 3 = 1 mark)

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4 Levels of processing framework was proposed by:

- ☐ A Tulving et al
- ☐ B Craik and Lockhart
- ☐ C Godden and Baddeley
- ☐ D Tajfel et al

(Total for Question 4 = 1 mark)

5 Which **one** of the following strategies can be used to deal with order effects?

- ☐ A Randomisation
- ☐ B Operationalisation
- ☐ C Dispersion
- ☐ D Generalisation

(Total for Question 5 = 1 mark)

6 Rebecca is planning an experiment on Social Psychology. To avoid demand characteristics, she did not tell the participants the truth about the aim of her research. This is called:

- ☐ A informed consent
- ☐ B confidentiality
- ☐ C right to withdraw
- ☐ D deception

(Total for Question 6 = 1 mark)

7 Which measure of central tendency is calculated by adding up all the scores in the condition and dividing the total by the number of participants?

- ☐ A Mode
- ☐ B Mean
- ☐ C Range
- ☐ D Median

(Total for Question 7 = 1 mark)

For questions 8 and 9 choose **TWO** answers from A, B, C, D and E.

8 Which **two** of the following research methods have you studied in the Cognitive Approach?

- ☐ A Natural experiment
- ☐ B Interview
- ☐ C Field experiment
- ☐ D Correlation
- ☐ E Naturalistic observation

(Total for Question 8 = 2 marks)

9 Which **two** of the following statements about Hofling et al's (1966) study are **false**?

- ☐ A The instructions were given over the phone.
- ☐ B Participants were unaware they were taking part in a study.
- ☐ C Some of the participants were doctors.
- ☐ D The nurses were prevented from administering a dangerous drug.
- ☐ E The stated maximum dose of the drug was 10mg.

(Total for Question 9 = 2 marks)

**TOTAL FOR SECTION A = 11 MARKS**





11 (a) Describe Godden and Baddeley's (1975) study on cue-dependent forgetting.

(5)

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(b) Evaluate Godden and Baddeley's (1975) study in terms of reliability **and** generalisability.

(3)

(Total for Question 11 = 8 marks)

**12** As a part of your course you conducted an experiment within the Cognitive Approach.

- (a) Write a fully operationalised experimental/alternative hypothesis for your experiment in the Cognitive Approach.

(2)

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(b) Describe the procedure of your experiment from the Cognitive Approach.

(4)

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- (c) Identify **two** variables that you controlled in your experiment from the Cognitive Approach, and explain how you controlled them.

(4)

First variable .....

Second variable .....

- (d) Outline one problem that occurred when planning and/or carrying out your experiment in the Cognitive Approach.

(2)

(Total for Question 12 = 12 marks)



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(4)

| Statement about Agency Theory                                               | True | False |
|-----------------------------------------------------------------------------|------|-------|
| The autonomous state is when individuals decide what to do for themselves   |      |       |
| Individuals are socialised to obey legitimate authority figures             |      |       |
| Moral strain occurs when an individual is happy to obey an authority figure |      |       |
| Agency Theory was proposed by Hofling et al                                 |      |       |

(4)

[illegible]

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(Total for Question 13 = 8 marks)

**TOTAL FOR SECTION B = 33 MARKS**



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**(Total for Question 14 = 4 marks)**



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(Total for Question 15 = 12 marks)

**TOTAL FOR SECTION C = 16 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



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# Mark Scheme (Results) Summer 2016

Pearson Edexcel GCE  
in Psychology (6PS01/01) Paper 1

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Summer 2016

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## General Guidance on Marking

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

## Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

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

## Quality of Written Communication

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

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

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

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

## Section A

| Question Number | Question                                                                               |                |
|-----------------|----------------------------------------------------------------------------------------|----------------|
| 1               | In Milgram's (1963) original study, how many participants took part in the experiment? |                |
|                 | Answer                                                                                 | Mark           |
|                 | <b>A</b> 30<br><b>B 40</b><br><b>C</b> 50<br><b>D</b> 60                               | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                              |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 2               | Forgetting could be described as:                                                                                                                                                                                     |                |
|                 | Answer                                                                                                                                                                                                                | Mark           |
|                 | <b>A</b> Problems with interpreting information<br><b>B</b> Having the correct environmental cues at retrieval<br><b>C</b> Having the correct state cues at retrieval<br><b>D Problems with accessing information</b> | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                 |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|----------------|
| 3               | Which type of experimental design allows for the same participants to take part in all experimental conditions?          |                |
|                 | Answer                                                                                                                   | Mark           |
|                 | <b>A Repeated measures</b><br><b>B</b> Independent groups<br><b>C</b> Laboratory experiment<br><b>D</b> Field experiment | <b>(1 AO3)</b> |

| Question Number | Question                                                                                                       |                |
|-----------------|----------------------------------------------------------------------------------------------------------------|----------------|
| 4               | Levels of processing framework was proposed by:                                                                |                |
|                 | Answer                                                                                                         | Mark           |
|                 | <b>A</b> Tulving et al<br><b>B Craik &amp; Lockhart</b><br><b>C</b> Godden & Baddeley<br><b>D</b> Tajfel et al | <b>(1 A01)</b> |

| Question Number | Question                                                                                                |                |
|-----------------|---------------------------------------------------------------------------------------------------------|----------------|
| 5               | Which one of the following strategies can be used to deal with order effects?                           |                |
|                 | Answer                                                                                                  | Mark           |
|                 | <b>A Randomisation</b><br><b>B</b> Operationalisation<br><b>C</b> Dispersion<br><b>D</b> Generalisation | <b>(1 A03)</b> |

| Question Number | Question                                                                                                                                                                            |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 6               | Rebecca is planning an experiment on Social Psychology. To avoid demand characteristics, she did not tell the participants the truth about the aim of her research. This is called: |                |
|                 | Answer                                                                                                                                                                              | Mark           |
|                 | <b>A</b> Informed consent<br><b>B</b> Confidentiality<br><b>C</b> Right to withdraw<br><b>D Deception</b>                                                                           | <b>(1 A03)</b> |

| Question Number | Question                                                                                                                                           |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 7               | Which measure of central tendency is calculated by adding up all the scores in the condition and dividing the total by the number of participants? |                |
|                 | Answer                                                                                                                                             | Mark           |
|                 | <b>A</b> Mode<br><b>B Mean</b><br><b>C</b> Range<br><b>D</b> Median                                                                                | <b>(1 A03)</b> |

| Question Number | Question *Clerical Mark*                                                                                                                    |                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 8               | Which of the following research methods have you studied in the Cognitive Approach?                                                         |                |
|                 | Answer                                                                                                                                      | Mark           |
|                 | <b>A Natural experiment</b><br><b>B</b> Interview<br><b>C Field experiment</b><br><b>D</b> Correlation<br><b>E</b> Naturalistic observation | <b>(2 A03)</b> |

| Question Number | Question *Clerical Mark*                                                                                                                                                                                                                                                                                        |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 9               | Which <b>two</b> of the following statements about Hofling et al's (1966) study are <b>false</b> ?                                                                                                                                                                                                              |                |
|                 | Answer                                                                                                                                                                                                                                                                                                          | Mark           |
|                 | <b>A</b> The instructions were given over the phone<br><b>B</b> Participants were unaware they were taking part in a study<br><b>C Some of the participants were doctors</b><br><b>D The nurses were prevented from administering a dangerous drug</b><br><b>E</b> The stated maximum dose of the drug was 10mg | <b>(2 A01)</b> |

## Section B

### General Instructions

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

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                          |  |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>10</b>       | <p>There are many examples in world history when two ethnic groups or two nations live peacefully alongside each other for many years. However conflict then develops, which could last for decades, with one group wanting to destroy the other.</p> <p>Using your knowledge of psychological research into prejudice and obedience, explain why such conflicts may develop.</p> |  |

|  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark                  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|  | <p>Read through the whole answer first for reference to the source/conflict/ethnic groups/etc.</p> <p>If appropriate mention made <b>once</b> (or more) full marks can be accessed.</p> <p>If no reference made max 2.</p> <p>1 mark per point/elaboration. Real life examples may be credited if it helps illustrate a point (<b>max 1 mark</b>). Examples of research can be credited as support for explanation(s).</p> <p>Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available.</p> <p>Concepts of deindividuation, conformity, crowd behaviour etc can only be credited if related to prejudice and/or obedience.</p> <p>This is an A02 question marks cannot be given for simply summarising a theory/study of prejudice / obedience.</p> <p>Possible material includes: social categorisation; social identification; social comparison; agency theory; social power; charismatic leadership; authoritarian personality; realistic conflict; etc.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• They may have categorised themselves as different to the other ethnic group based on skin colour/race/beliefs etc/eq;</li> <li>• SIT suggests we may put others down in order to raise our own self esteem/eq;</li> <li>• They may have believed themselves to be similar to their own in group rather than to the outsiders/out group/eq;</li> <li>• Thus in group favouritism may have led to discrimination in order to protect their own self esteem/eq;</li> <li>• Realistic conflict may occur because of competition for resources/eq;</li> <li>• E.g. Sherif found that boys went against each other when in competition/eq;</li> <li>• They may have been ordered by someone in a position of authority to carry out tasks they believed they had to do/eq;</li> <li>• One or both ethnic groups may be acting in an agentic state and showing destructive obedience/eq;</li> <li>• A charismatic leader may persuade people to act against their individual wishes leading to moral strain/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <p><b>(5 A02)</b></p> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>11</b>       | Describe Godden and Baddeley's (1975) study on cue-dependent forgetting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark           |
|                 | <p><b>Ignore pure description of cue dependency theory</b><br/> <b>Max 2</b> for any one of APRC</p> <p>One mark per point/elaboration<br/> Figures for procedure must be accurate to gain credit, e.g. number of divers/number of words.<br/> Figures for results accept +/- 5%</p> <p>AIM(S):</p> <ul style="list-style-type: none"> <li>To see whether words would be recalled better in the same environment or in a very different environment/eq;</li> <li>To investigate whether a natural environment can act as a cue for recall/eq;</li> </ul> <p>PROCEDURE:</p> <ul style="list-style-type: none"> <li>18 participants were given word lists to learn which were made up of 36 (accept 38) unrelated two or three syllable words/eq;</li> <li>The words were presented either on the beach approximately 20 feet (accept 15 feet) under water/eq;</li> <li>Participants then had to recall the words in one of two conditions, under water or on land, which they were randomly allocated to/eq;</li> <li>4 conditions:<br/> learn and recall on the beach, learn and recall underwater, learn on the beach and recall underwater, learn underwater and recall on the beach/eq;<br/> Also accept wet/wet, dry/dry etc</li> </ul> <p>RESULTS:</p> <ul style="list-style-type: none"> <li>Recall was about 50% higher when it took place in the same environment as learning/eq;</li> <li>The mean number of words recalled in<br/> Learn and recall on beach = 13.5<br/> Learn on beach recall underwater = 8.6<br/> Learn and recall underwater = 11.4<br/> Learn underwater recall on beach = 8.4<br/> <b>(1 mark for single pair of results - 2 marks for all results)</b> /eq;</li> </ul> <p>CONCLUSION:</p> <ul style="list-style-type: none"> <li>Words were recalled better in the same environment than in a very different environment/eq;</li> <li>The study demonstrates how the environment can act as a contextual cue for learning/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(5 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>11(b)</b>    | Evaluate Godden and Baddeley's (1975) study in terms of reliability <b>and</b> generalisability.                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |
|                 | Max 2 for either reliability or generalisability.<br>1 mark per point/elaboration<br>No marks for generic points                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>(3 AO2)</b> |
|                 | <ul style="list-style-type: none"> <li>The study has strong controls such as times of learning and intervals between conditions so is replicable and can be tested for reliability/eq;</li> <li>The sample was small (18) which may not be/is not representative of the population as a whole so cannot be generalised/eq;</li> <li>However other elements were not as well controlled such as possible equipment failure/weather/dive conditions which could all make replication difficult and weaken its reliability/eq;</li> </ul> |                |
|                 | <b>Look for other reasonable marking points.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>12(a)</b>    | As a part of your course you conducted an experiment within the Cognitive Approach.<br><br>Write a fully operationalised experimental/alternative hypothesis for your experiment in the Cognitive Approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Clip with 12b, c & d |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark                 |
|                 | <p>All parts of this question must be internally consistent.<br/>Do not go back and change the marks in light of later responses</p> <p><b>0 marks</b>     Either no mention of an experimental hypothesis or a very unclear prediction</p> <p><b>1 mark</b>       A <b>basic</b> experimental hypothesis so that the examiner can just about identify what was predicted. Either both IV and DV, or one of them, is not operationalised.</p> <p><b>2 marks</b>       A clear experimental hypothesis so that the examiner can identify and understand what was predicted. Both IV and DV are operationalised.</p> <p><b>Look for other reasonable marking points.</b></p> | <b>(2 AO3)</b>       |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>12(b)</b>    | Describe the procedure of your experiment from the Cognitive Approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Clip with 12 a, c & d |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark                  |
|                 | <p>To gain credit any point of the procedure must be both accurate, internally consistent and consistent with the hypothesis (Not contradictory)</p> <p>No credit for results, conclusions or the Social Approach practical.</p> <p><b>0 marks</b><br/>Muddled answer with no clear outline of how the experiment was carried out.</p> <p><b>1 mark</b><br/>Very brief description of procedure; lack of important detail; unlikely to fit hypothesis; some irrelevant material is likely to be used.</p> <p><b>2 marks</b><br/>One point of the procedure explained well or two in less detail. May have described more points but lacks accuracy/consistency.</p> <p><b>3 marks</b><br/>Two points of the procedure explained well or three in less detail: must be accurate and consistent</p> <p><b>4 marks</b><br/>Clear and detailed description of the procedure; easy to understand how the experiment was carried out.</p> | <b>(4 A03)</b>        |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>12(c)</b>    | Identify two variables that you controlled in your experiment from the Cognitive Approach, and explain how you controlled them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Clip with 12a, b & d |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark                 |
|                 | <p><b>0 marks</b><br/>No appropriate variables identified.</p> <p><b>1 mark</b><br/>One appropriate variable identified, but control is not explained or irrelevant.</p> <p><b>2 marks</b><br/>One appropriate variable is identified and control is explained well, or two variables identified correctly, but control is not explained or inappropriate</p> <p><b>3 marks</b><br/>Two variables identified and explained well, but one in less detail. One explained well and the other is identified/not explained.</p> <p><b>4 marks</b><br/>Two appropriate variables identified and control is explained clearly and in detail.</p> <p><b>Look for other reasonable marking points.</b></p> | <b>(4 A03)</b>       |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>12(d)</b>    | Outline one problem that occurred when planning and/or carrying out your experiment in the Cognitive Approach.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Clip with 12a, b & c |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark                 |
|                 | <p>Each part must be consistent.<br/>If there is more than one problem described mark all and credit the best up to full marks.<br/>No credit for solution of problem or for social practical.</p> <p><b>0 marks</b><br/>A muddled answer with no clear problem outlined or problem is inappropriate. No focus on the experiment being described or no answer at all.</p> <p><b>1 mark</b><br/>One appropriate problem outlined, but not explained or simplistic problem explained well. Can be an ethical or practical problem including one with the procedure.</p> <p><b>2 marks</b><br/>One appropriate problem identified and explained well, such as 'experiment may have suffered from demand characteristics' and the candidate has explained what this means</p> <p><b>Look for any other reasonable marking points.</b></p> | <b>(2 A03)</b>       |

| Question Number                                                             | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------|-------|---------------------------------------------------------------------------|----------|--|-----------------------------------------------------------------|----------|--|-----------------------------------------------------------------------------|--|----------|---------------------------------------------|--|----------|----------------|
| <b>13(a)</b>                                                                | The following four statements about the Agency Theory are either true or false.<br>Put a cross <input checked="" type="checkbox"/> in the correct box to indicate whether each statement is <b>true</b> or <b>false</b> .                                                                                                                                                                                                                                                                                                                                                                       |                               |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
|                                                                             | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark                          |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
|                                                                             | <table border="1"> <thead> <tr> <th>Statement about Agency Theory</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>The autonomous state is when individuals decide what to do for themselves</td><td><b>X</b></td><td></td></tr> <tr> <td>Individuals are socialised to obey legitimate authority figures</td><td><b>X</b></td><td></td></tr> <tr> <td>Moral strain occurs when an individual is happy to obey an authority figure</td><td></td><td><b>X</b></td></tr> <tr> <td>Agency Theory was proposed by Hofling et al</td><td></td><td><b>X</b></td></tr> </tbody> </table> | Statement about Agency Theory | True | False | The autonomous state is when individuals decide what to do for themselves | <b>X</b> |  | Individuals are socialised to obey legitimate authority figures | <b>X</b> |  | Moral strain occurs when an individual is happy to obey an authority figure |  | <b>X</b> | Agency Theory was proposed by Hofling et al |  | <b>X</b> | <b>(4 AO1)</b> |
| Statement about Agency Theory                                               | True                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | False                         |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
| The autonomous state is when individuals decide what to do for themselves   | <b>X</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
| Individuals are socialised to obey legitimate authority figures             | <b>X</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
| Moral strain occurs when an individual is happy to obey an authority figure |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>X</b>                      |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |
| Agency Theory was proposed by Hofling et al                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>X</b>                      |      |       |                                                                           |          |  |                                                                 |          |  |                                                                             |  |          |                                             |  |          |                |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>13(b)</b>    | Evaluate the Agency Theory of obedience, using evidence from psychological research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark           |
|                 | <p>1 mark per point/elaboration.<br/>Real life examples should <b>only</b> be credited if well explained.<br/>Any problems with the research that support the theory can be credited as long as it shows how the theory lacks empirical support.</p> <p><b>Max 2</b> if no reference to research</p> <p><b>Max 1</b> mark for evaluation of a relevant study that has already been used, e.g. 1 mark for Milgram and 1 mark for Hofling</p> <ul style="list-style-type: none"> <li>Ps in Milgram's experiment were seen to be following orders from the experimenter and had passed over responsibility for their actions/eq;</li> <li>However in Milgram's experiment both the task(giving electric shocks) and setting were artificial giving it low ecological validity/eq;</li> <li>In Hofling's experiment the nurses became agents of the 'doctors' who were the authority/eq;</li> <li>The theory has real-life applications to explain obedience. For example it accounts for why so many soldiers in WWII followed orders without question/eq; <b>(1<sup>st</sup> mark)</b>. They saw themselves as agents for the person giving the orders, in this case Hitler/eq; <b>(2<sup>nd</sup> mark)</b></li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(4 AO2)</b> |

## Section C

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>14</b>       | <p>In the Social Approach you will have studied a key issue.</p> <p>Describe the key issue you studied in the Social Approach.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                 | <b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Mark</b>    |
|                 | <p>1 mark per point / elaboration.</p> <p><b>4 marks</b> are available for elaboration of the issue. Marks here are for describing the issue not explaining it.</p> <p>If more than one issue mark all and credit the best.</p> <p>REJECT COGNITIVE KEY ISSUES</p> <p><b>Possible key issues include:</b></p> <p><b>Blind obedience to authority in a prison setting</b></p> <ul style="list-style-type: none"> <li>• In particular, this issue concerns the behaviour of US military personnel during the Iraq conflict, especially towards prisoners held at Abu Ghraib prison under US supervision.</li> <li>• In 2004, a series of photographs were published by various media around the world, revealing the instances of US military personnel abusing and humiliating Iraqi prisoners.</li> <li>• Publication of this evidence led to the soldiers involved being investigated and court-martialled, with 11 junior-ranking soldiers being convicted of abuse and neglect of duty.</li> <li>• No higher-order officers were found guilty of abuse, and only two were convicted of neglect of duty.</li> <li>• At the trial, prosecution put forward a case of the accused being 'corrupt cops', suggesting that their personality was to blame.</li> <li>• In contrary, defence has argued that the accused soldiers were simply obeying orders from the officers in authority.</li> </ul> <p><b>Football violence</b></p> <ul style="list-style-type: none"> <li>• Trouble often flares up between rival sets of fans at the football matches.</li> <li>• This often takes form of two rival groups shouting insults at one another, or actual fighting at the stadium.</li> <li>• The police become involved in order to keep peace, and may themselves become targets for this behaviour.</li> <li>• In some people, caught up in the excitement of the match, this may go too far and lead to football hooliganism.</li> </ul> <p><b>Obedience during conflict</b></p> | <b>(4 AO1)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Soldiers are trained to obey orders, but very often this fact is used as an excuse to commit atrocious acts of violence against a civilian population.</li> <li>• One example is the My Lai massacre in Vietnam, where 26 US soldiers were charged with being involved in massacre of between 350 and 500 women, children and old men on 16 March 1968.</li> <li>• Only one soldier of those charged, Lieutenant William Calley, was convicted. His defence claimed that he was simply obeying the orders of a superior officer.</li> <li>• Calley was initially sentenced to life imprisonment, but after appeal his sentence was reduced to just four and a half years.</li> <li>• The appeal judges stated that they believed Calley honestly thought he was obeying the orders.</li> </ul> <p><b>There are other suitable key issues.</b></p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Question Number               | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                          |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>15</b>                     | <p>A group of friends, Ben, Coleen and Khalil, need to learn the local traffic rules for a test before they are allowed to drive.</p> <p>Describe and evaluate the Levels of Processing framework, with reference to how the group of friends might learn the traffic rules.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          |
|                               | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark                                     |
| <b>QWC</b><br><b>i,ii,iii</b> | <p><b>Read through the entire answer before referring to the levels at the end of the indicative content.</b></p> <p>Indicative content<br/>Description:</p> <ul style="list-style-type: none"> <li>• Craik and Lockhart argued LOP is necessary to explain the transfer of information into LTM without rehearsal</li> <li>• Memory is a consequence of how we process information - the deeper we process it the easier it will be remembered</li> <li>• Deep processing which is a form of elaborative rehearsal produces longer lasting memory traces.</li> <li>• For example, if one of the friends learns local traffic rules by imagining different road situations and applying the rules, they will create a longer lasting memory trace/eq</li> <li>• The deepest level is semantic processing, and the shallowest is structural processing</li> <li>• Information that is attended to on the basis of how it looks (structural processing) is not very durable.</li> <li>• For example, if Ben will learn traffic rules by trying to remember road signs images, his memory of them won't last very long/eq</li> <li>• Semantic analysis (understanding the meaning) results in deeper processing and deeper processing results in a more durable memory</li> <li>• It distinguishes between <i>maintenance rehearsal</i> which simply retains items for the time being and <i>elaborative rehearsal</i> which expands upon material and creates more lasting memories</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• The model has support from Craik and Tulving's study which demonstrated that semantically processed words were more deeply processed and therefore better recalled than other shallow information.</li> <li>• This means that the group of friends may benefit from learning traffic rules semantically, for example, by playing online traffic rules game, because in that case they will process the rules more deeply, creating longer-lasting memory.</li> </ul> | <p><b>(6 AO1)</b><br/><b>(6 AO2)</b></p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• However, Craik and Tulving's study is laboratory based and therefore lacks ecological validity as both task and setting were artificial, meaning that applying Level of Processing model may not work well for the group of friends learning traffic rules.</li> <li>• There are too many problems with actually defining deep processing and why it is effective. E.g. Baddeley (1978) criticises it for being circular i.e. Material which has been deeply processed will be remembered better BUT you could say material is well remembered because it must have been processed deeply</li> <li>• Eysenck and Eysenck (1980) argue even shallow processing could lead to better processing IF the material was distinctive. E.g. Ben and his friends may see road sign so distinctive that will create an instant mental image</li> </ul> <p><b>Look for other relevant material</b></p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Level          | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |           | <p><b>A01:</b> (Description) Knowledge and understanding of Levels of Processing model</p> <p><b>A02:</b> (Evaluation) Strengths and weaknesses of Levels of Processing model/ Application to everyday life (learning traffic rules)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                | 0         | No rewardable material                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Level 1</b> | 1-3 marks | <p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Basic description of process/basic list of levels</li> <li>• Little or no attempt at the analytical/evaluation demands of the question.</li> <li>• Answer may not refer to the stem</li> </ul> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>                                                                                                                                                                                     |
| <b>Level 2</b> | 4-6 marks | <p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Description is likely to include 3 levels of processing / some explanation of the process</li> <li>• Some attempt at evaluation, refers to at least <i>one</i> from e.g. methodological, supporting studies and practical points in relation to actual theory</li> <li>• May include reference to the group of friends learning local traffic rules</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>       |
| <b>Level 3</b> | 7-9 marks | <p>Candidate has attempted and answered <b>two injunctions</b> in the question <b>well</b> and at least attempted the third.</p> <ul style="list-style-type: none"> <li>• Description may include all 3 levels of processing defined well <b>or</b> some defined well and good explanation of process</li> <li>• Good evaluation, refers to more than one from e.g. methodological, supporting studies and practical points in relation to actual theory</li> <li>• Must include reference to the group of friends learning local traffic rules, but may not be elaborated well.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p> |

|                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 4</b> | 10-12 marks | <p>Candidate has attempted and answered <b><i>all three injunctions</i></b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes all 3 levels of processing defined well -and appropriate elaboration/very good explanation of process</li> <li>• Very good evaluation e.g. refers to methodological, supporting studies and practical points in relation to actual theory.</li> <li>• Application to the stem clearly outlined and elaborated in both description and evaluation.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p> |
|----------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Write your name here

Surname

Other names

**Pearson  
Edexcel GCE**

Centre Number

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# Psychology

**Advanced Subsidiary**

**Unit 1: Social and Cognitive Psychology**

Monday 11 May 2015 – Afternoon

**Time: 1 hour 20 minutes**

Paper Reference

**6PS01/01**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

**P42675A**

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**PEARSON**

## SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.

For questions 1–8 choose ONE answer from A, B, C or D.

- 1 Mr Faraz wants to compare the levels of attendance between his psychology group and those of Mr Simon, who teaches a different psychology group.

Which of the following designs would Mr Faraz use in his investigation?

- ☐ A Repeated measures
- ☐ B Questionnaire
- ☐ C Independent groups
- ☐ D Correlation

(Total for Question 1 = 1 mark)

- 2 Mr Faraz finds that over a period of six months the most frequent attendance for his group is 18 (out of 22 students).

Which measure of central tendency is this also known as?

- ☐ A Mean
- ☐ B Median
- ☐ C Mode
- ☐ D Range

(Total for Question 2 = 1 mark)



3 Which of the following is a suitable directional (one tailed) hypothesis for Mr Faraz's investigation?

- ☐ A There will be a difference in the levels of attendance between the two psychology groups.
- ☐ B Students' level of attendance will be higher in Mr Faraz's group than Mr Simon's group.
- ☐ C Any difference in the levels of attendance between the two psychology groups is due to chance.
- ☐ D The level of attendance of the students will depend upon who is teaching the groups.

(Total for Question 3 = 1 mark)

4 The independent variable in this particular investigation is

- ☐ A level of attendance in the two groups.
- ☐ B whether the teacher is Mr Faraz or Mr Simon.
- ☐ C the average level of attendance in each group.
- ☐ D whether the teacher sets homework or not.

(Total for Question 4 = 1 mark)

5 Which of the following statements about Levels of Processing theory is **false**?

- ☐ A Information can be processed in a deep or shallow way.
- ☐ B Information that is processed at a deep level is less likely to be remembered.
- ☐ C Information that is processed at a shallow level is less likely to be remembered.
- ☐ D The level of processing affects how much material is remembered.

(Total for Question 5 = 1 mark)



P 4 2 6 7 5 A 0 3 1 6

6 Storage and retrieval of information in the brain is known as

- ☐ A memory
- ☐ B forgetting
- ☐ C encoding
- ☐ D rehearsal

(Total for Question 6 = 1 mark)

7 Which of the following theories is supported by Godden and Baddeley's (1975) study?

- ☐ A Cue dependency
- ☐ B Interference
- ☐ C Trace Decay
- ☐ D Displacement

(Total for Question 7 = 1 mark)

8 Which definition in cognitive psychology is referred to in the diagram below?



- ☐ A Cue dependency
- ☐ B Information processing
- ☐ C Elaborative rehearsal
- ☐ D Context cues

(Total for Question 8 = 1 mark)

For question 9 choose ONE answer from A, B or C.

9 Which of the following theories considers that membership of a group is all that is needed for prejudice to occur?

- ☐ A Social identity theory
- ☐ B Agency theory
- ☐ C Authoritarian personality theory

(Total for Question 9 = 1 mark)



For question 10 choose ONE answer from A, B, C or D.

10 In Milgram's (1963) experiment of obedience the switches on the shock generator went up in intervals of

- ☐ A 5 volts
- ☐ B 10 volts
- ☐ C 15 volts
- ☐ D 20 volts

(Total for Question 10 = 1 mark)

For question 11 choose TWO answers from A, B, C, D and E.

11 Which **two** of the following are true about Milgram's (1963) experiment on obedience?

- ☐ A It was conducted in a run down office block.
- ☐ B Rebellious stooges were present.
- ☐ C The experimenter was not seen as a legitimate authority figure.
- ☐ D It was conducted at a respected university.
- ☐ E The participants were paid before the start of the experiment.

(Total for Question 11 = 2 marks)

**TOTAL FOR SECTION A = 12 MARKS**



P 4 2 6 7 5 A 0 5 1 6

## SECTION B

**Answer ALL questions. You are advised to spend approximately 40 minutes on Section B.**

**12** (a) Outline the procedure of Hofling et al's (1966) study of obedience.

(5)



(b) Outline **one** methodological strength of Hofling et al's (1966) study of obedience.  
Do not use an ethical issue in your answer.

(2)

(c) In their study of obedience, Hofling et al (1966) did not get informed consent from the nurses.

Explain why this is a weakness of Hofling et al's (1966) study of obedience.

(2)

**(Total for Question 12 = 9 marks)**



P 4 2 6 7 5 A 0 7 1 6

**13** In cognitive psychology you will have learned about one of the following studies in detail:

- Peterson and Peterson (1959)
- Craik and Tulving (1975)
- Ramponi et al (2004).

Choose **one** study from the list.

(a) Describe the conclusions of your chosen study.

(2)

Name of study .....

(b) Explain **one** strength of the study you described in (a).

(3)

(Total for Question 13 = 5 marks)



**14** There are three types of experimental methods (natural, laboratory and field).

Compare **laboratory** experiments with **natural** experiments.

Comparisons can include similarities and/or differences.

(Total for Question 14 = 5 marks)



P 4 2 6 7 5 A 0 9 1 6

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- 15** The following four statements about British Psychological Society (BPS) ethical guidelines are either true or false.

Put a cross ☒ in the correct box to indicate whether each statement is **true** or **false**.

| Statement about BPS guidelines                                                           | True                                | False                               |
|------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| Participants have the right to withdraw at any point during a study.                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| If there is deception then a thorough debriefing may make the study more ethical.        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| An experiment never goes ahead until fully informed consent has been obtained.           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A researcher who does not understand the implications of their study is still competent. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

(Total for Question 15 = 4 marks)

- 16** (a) Explain the difference between the agentic state and the autonomous state in Milgram's (1973) Agency Theory of Obedience.

(3)



(b) Evaluate Milgram's (1973) Agency Theory of Obedience.

You must include **at least one** way in which the theory can be applied to real life.

(5)

(Total for Question 16 = 8 marks)

**TOTAL FOR SECTION B = 31 MARKS**



P 4 2 6 7 5 A 0 1 1 1 6

## SECTION C

**Answer ALL questions. You are advised to spend approximately 25 minutes on Section C.**

- 17** You have learned about surveys as a research method. As part of the course requirements for social psychology you will have conducted a practical investigation using a survey.

Evaluate your survey.

Your evaluation may include:

- validity
- reliability
- subjectivity.

**(Total for Question 17 = 5 marks)**



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**QUESTION 18 BEGINS ON THE NEXT PAGE.**



P 4 2 6 7 5 A 0 1 3 1 6

\*18 Describe and evaluate **one** theory of forgetting **other than** cue dependent theory.

(12)



Graph paper grid with horizontal and vertical lines.



P 4 2 6 7 5 A 0 1 5 1 6

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(Total for Question 18 = 12 marks)

**TOTAL FOR SECTION C = 17 MARKS**

**TOTAL FOR PAPER = 60 MARKS**



# Mark Scheme (Results)

June 2015

Pearson Edexcel GCE in Psychology  
(6PS01/01) Unit 1: Social and  
Cognitive Psychology

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Summer 2015

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## General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

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

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

### Quality of Written Communication

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

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

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

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

## Unit 1: Social and Cognitive Psychology

### Section A

| Question Number | Question                                                                                                                                                                                                                            |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>1</b>        | Mr Faraz wants to compare the levels of attendance between his psychology group and those of Mr Simon who teaches a different psychology group.<br><br>Which of the following designs would Mr Faraz be using in his investigation? |                |
|                 | Answer                                                                                                                                                                                                                              | Mark           |
|                 | <p><b>(x)A</b> Repeated measures</p> <p><b>(x)B</b> Questionnaire</p> <p><b>(x)C Independent groups</b></p> <p><b>(x)D</b> Correlation</p>                                                                                          | <b>(1 A03)</b> |

| Question Number | Question                                                                                                                                                                |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>2</b>        | Mr. Faraz finds that over a period of six months the most frequent attendance for his group is 18 out of 22<br>Which measure of central tendency is this also known as? |                |
|                 | Answer                                                                                                                                                                  | Mark           |
|                 | <p><b>(x)A</b> Mean</p> <p><b>(x)B</b> Median</p> <p><b>(x)C Mode</b></p> <p><b>(x)D</b> Range</p>                                                                      | <b>(1 A03)</b> |

| Question Number | Question                                                                                                |      |
|-----------------|---------------------------------------------------------------------------------------------------------|------|
| <b>3</b>        | Which of the following is a suitable directional (one tailed) hypothesis for Mr. Faraz's investigation? |      |
|                 | Answer                                                                                                  | Mark |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|  | <p><b>(x) A</b> There will be a difference in the levels of attendance between the two psychology groups.</p> <p><b>(x)B Students' level of attendance will be higher in Mr. Faraz's group than Mr. Simon's group</b></p> <p><b>(x)C</b> Any difference in the levels of attendance between the two psychology is due to chance</p> <p><b>(x)D</b> The level of attendance of the students will depend upon the teacher of the groups</p> | <b>(1 A03)</b> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|

| Question Number | Question                                                                                                                                                                                                                                             |                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>4</b>        | The independent variable in this particular investigation                                                                                                                                                                                            |                |
|                 | Answer                                                                                                                                                                                                                                               | Mark           |
|                 | <p><b>(x)A</b> level of attendance in the two groups</p> <p><b>(x)B whether the teacher is Mr Faraz or Mr Simon</b></p> <p><b>(x)C</b> The average level of attendance in each group</p> <p><b>(x)D</b> whether the teacher sets homework or not</p> | <b>(1 A03)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                        |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>5</b>        | Which of the following statements about levels of processing theory is <b>false</b> ?                                                                                                                                                                                                                                                                           |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                          | Mark           |
|                 | <p><b>(x)A</b> Information can be processed deep or shallow way</p> <p><b>(x)B Information that is processed at a deep level is less likely to be remembered.</b></p> <p><b>(x)C</b> Information that is processed at a shallow level is less likely to be remembered.</p> <p><b>(x) D</b> The level of processing affects how much material is remembered.</p> | <b>(1 A01)</b> |

| Question Number | Question                                                                            |                |
|-----------------|-------------------------------------------------------------------------------------|----------------|
| <b>6</b>        | Storage and retrieval of information in the brain is known as                       |                |
|                 | Answer                                                                              | Mark           |
|                 | <p><b>(x)A memory</b></p> <p><b>(x)B</b> forgetting</p> <p><b>(x)C</b> encoding</p> | <b>(1 A01)</b> |

|  |                       |  |
|--|-----------------------|--|
|  | <b>(x)D</b> rehearsal |  |
|--|-----------------------|--|

| Question Number | Question                                                                                                      |                |
|-----------------|---------------------------------------------------------------------------------------------------------------|----------------|
| <b>7</b>        | Which of the following theories is supported by Godden and Baddeley's (1975) study?                           |                |
|                 | Answer                                                                                                        | Mark           |
|                 | <b>(x)A Cue dependency</b><br><b>(x)B</b> Interference<br><b>(x)C</b> Trace Decay<br><b>(x)D</b> Displacement | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                          |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>8</b>        | Which feature in cognitive psychology is referred to in the diagram below?                                                        |                |
|                 | <i>INPUT &gt; PROCESSING &gt; OUTPUT</i>                                                                                          |                |
|                 | Answer                                                                                                                            | Mark           |
|                 | <b>(x)A</b> Cue dependency<br><b>(x)B Information processing</b><br><b>(x)C</b> Elaborative rehearsal<br><b>(x)D</b> Context cues | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                           |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------|----------------|
| <b>9</b>        | Which of the following theories considers that membership of a group is all that is needed for prejudice to occur? |                |
|                 | Answer                                                                                                             | Mark           |
|                 | <b>(x)A Social identity theory</b><br><b>(x)B</b> Agency theory<br><b>(x)C</b> Authoritarian personality theory    | <b>(1 AO1)</b> |

| Question | Question |  |
|----------|----------|--|
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| Number    |                                                                                                         |                |
|-----------|---------------------------------------------------------------------------------------------------------|----------------|
| <b>10</b> | In Milgram's (1963) experiment on obedience the switches on the shock generator went up in intervals of |                |
|           | Answer                                                                                                  | Mark           |
|           | <p>(x) A 5 volts</p> <p>(x) B 10 volts</p> <p>(x) <b>C 15 volts</b></p> <p>(x) D 20 volts</p>           | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                            |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>11</b>       | Which two of the following are true about Milgram's (1963) experiment on obedience?                                                                                                                                                                                                                                                                 |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                              | Mark           |
|                 | <p>(x)<b>A</b> It was conducted in a rundown office block</p> <p>(x)<b>B</b> Rebellious stooges were present</p> <p>(x)<b>C</b> The experimenter was not seen as a legitimate authority figure</p> <p>(x)<b>D It was conducted at a respected university</b></p> <p>(x) <b>E The participants were paid before the start of the experiment.</b></p> | <b>(2 AO1)</b> |

## Section B

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

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |
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| <b>12 (a)</b>   | Outline the procedure of Hofling's (1966) study of obedience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark           |
|                 | <p>Must be procedure only, no credit for aim/results/conclusions</p> <ul style="list-style-type: none"> <li>• Identical boxes of capsules were placed in 22 wards of both public &amp; private psychiatric hospitals in the USA/eq;</li> <li>• The capsules were, in fact, placebos (consisting of glucose). But the containers were labelled ' 5mg capsules of Astroten'/eq; <b>(2 marks)</b></li> <li>• The label also indicated that the normal dose is 5mg with a maximum daily dose of 10mg/eq;</li> <li>• While the nurse was on duty, a 'doctor' (a confederate 'Dr Smith from the psychiatric department') instructed the nurse by telephone, to give 20mg of Astroten to his patient, a Mr Jones <b>(1<sup>st</sup> mark)</b>, as he was in a desperate hurry &amp; the patient needed the capsules/eq; <b>(2<sup>nd</sup> mark)</b></li> <li>• He said that he would come in to observe Mr Jones in 10 minutes time &amp; that he would sign the authorisation when he got there/eq;</li> <li>• A real doctor was posted nearby, unseen by the nurse, &amp; observed what the nurse did following the telephone call/eq;</li> <li>• The control group of 22 student nurses/11 graduate nurses/33 nurses was given a questionnaire asking what they would do under those circumstances/eq;</li> <li>• The experiment was stopped if the phone call went on for more than 10 minutes or the nurse refused to administer the drug three times/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(5 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>12 (b)</b>   | Outline <b>one</b> methodological strength of Hofling's study of obedience. Do not use an ethical issue in your answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark           |
|                 | <p>No credit for weaknesses or ethical issues. If more than one strength then mark all and credit the best. No credit for the mere use of a technical term, e.g. ecological validity</p> <ul style="list-style-type: none"> <li>Hofling used a field experiment which meant it was high in (ecological) validity as nurses were being studied in their normal environment doing their usual work so can be applied to real life/eq; <b>2 marks</b></li> <li>Hofling used a field experiment which meant it was high in (ecological) validity as it was a real hospital/eq;</li> <li>The same procedure was used across different hospitals which meant the study could be replicated/eq;</li> <li>Less chance of any demand characteristics as the nurses had no prior knowledge of the study/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(2 AO2)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |
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| <b>12 (c)</b>   | <p>In their study of obedience, Hofling et al (1966) did not get informed consent from the nurses.</p> <p>Explain why this is a weakness of Hofling et al's (1966) study of obedience.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark           |
|                 | <p>No credit for strengths<br/>No credit for other ethical guidelines unless they are clearly linked to the lack of informed consent<br/>Must make reference to study to get both marks</p> <ul style="list-style-type: none"> <li>The nurses were unaware they were part of a study (<b>1<sup>st</sup> mark</b>) which means they couldn't withdraw from the experiment/eq; (<b>2<sup>nd</sup> mark</b>)</li> <li>The nurses needed to know what was being done to them and as they were unaware it may (and did) cause anxiety to the nurses/eq;</li> <li>This may mean that the nurse – doctor relationship becomes strained in the future as they may feel the doctors deemed it unnecessary to tell them/eq;</li> <li>The nurses were unaware they were part of a study (<b>1<sup>st</sup></b></li> </ul> | <b>(2 AO2)</b> |

|  |                                                                                                                                                                                                            |  |
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|  | <p><b>mark)</b> which breaks guidelines which states experimenters must gain their participants permission/eq;<br/><b>(2<sup>nd</sup> mark)</b></p> <p><b>Look for other reasonable marking points</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
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| <b>13 (a)</b>   | <p>You will have learned about one of the following studies in detail in cognitive psychology:</p> <ul style="list-style-type: none"> <li>• Peterson and Peterson (1959)</li> <li>• Craik and Tulving (1975)</li> <li>• Ramponi et al (2004)</li> </ul> <p>Choose <b>one</b> study from the list</p> <p>Describe the conclusions of your chosen study.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 13(a) and (b) in to be clipped |
|                 | <b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Mark</b>                    |
|                 | <p>The answer must describe conclusions of one of the three specified studies or zero marks. If more than one study is described then mark all and credit the best. No credit for aim, procedure or results.</p> <p>E.g. Craik and Tulving <b>(NOTE: There are several experiments within the Craik &amp; Tulving paper, if the conclusions do not match the ones present here and you are unsure whether they refer to a part of the study which you do not know, please ask for advice)</b></p> <ul style="list-style-type: none"> <li>• The researchers concluded that deeper processing of information results in more durable memory/eq;</li> <li>• This demonstrates elaborative rehearsal is more effective than pure maintenance rehearsal in improving memory recall/eq;</li> <li>• Semantic processing involves the most cognitive work so thinking about the meaning of the words leads to them being remembered best/eq;</li> <li>• Semantic processing, which involves thinking about the meaning of the words, leads to deeper processing which in turn leads to them being better remembered than shallow processing/eq; <b>(2 marks)</b></li> </ul> <p>E.g. Peterson and Peterson</p> <ul style="list-style-type: none"> <li>• In the absence of rehearsal STM's duration is very short, even with very small amounts of information/eq;</li> <li>• If a more difficult distracter task is used it can be made</li> </ul> | <b>(2 AO1)</b>                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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|  | <p>even shorter/eq;</p> <ul style="list-style-type: none"> <li>When rehearsal is prevented items in STM are lost quickly, even with very small amounts of information, demonstrating that STM's duration is very short/eq; <b>(2 marks)</b></li> </ul> <p>E.g. Ramponi et al</p> <ul style="list-style-type: none"> <li>Suggests that older adults' performance in intentional tests is impaired because they are less able to bind the encoded representations to the episodic context at study/eq; <b>(2 marks)</b></li> <li>Age affects the ability to encode meaningless information that we do not process at a deep level/eq;</li> <li>Where two words are strongly associated with one another, one word will trigger the involuntary recall of the other regardless of how they were processed at the time of learning/eq; <b>(2 marks)</b></li> </ul> <p><b>Look for other reasonable marking points</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>13 (b)</b>   | Explain <b>one</b> strength of the study you described in (a).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 13(a) and (b) in to be clipped |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark                           |
|                 | <p>TE: If 13(a) is blank/insufficient for identification but strength in (b) is clearly identifiable as an appropriate study from the list then full marks can be given.</p> <p>If the strength does not relate to the study stated in (a) but is clearly identifiable as a different study from the list then max 2 marks.</p> <p>If (a) is incorrect, e.g. a study not on the list, then 0 marks here</p> <p>If the strengths identified can be applied to any of the studies on the list (E.g. As it was a laboratory experiment, it has good control of variables, so clear cause and effect relationships could be established) then max 1 mark.</p> <p>If more than one strength is given mark all and credit the best.</p> <p>E.g. Craik and Tulving</p> <ul style="list-style-type: none"> <li>The study does have a practical application to real life; giving meaning to material is one way of improving your memory/eq; <b>(1<sup>st</sup> mark)</b> Students can be taught to make notes which have meaning rather than just reading information that makes no sense to help them revise/eq; <b>(2<sup>nd</sup> mark)</b> For example they can re write out their notes rather than just re reading them/eq; <b>(3<sup>rd</sup> mark)</b></li> </ul> | <b>(3 AO2)</b>                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>E.g. Ramponi et al</p> <ul style="list-style-type: none"> <li>There were very strong controls such as random allocation to either intentional or incidental association/order of word pairs /eq;(1<sup>st</sup> mark) Random allocation meant each participant had an equal chance of being selected (2<sup>nd</sup> mark) so it was fairer than other sampling techniques such as opportunity sampling/eq; (3<sup>rd</sup> mark)</li> </ul> <p>E.g. Peterson and Peterson</p> <ul style="list-style-type: none"> <li>The researchers had control over the variables such as presentation/timings of trigrams/eq; (1<sup>st</sup> mark) which makes the study easier to replicate and so it can be tested for reliability (2<sup>nd</sup> mark) other studies have also shown rehearsal to be necessary for recall giving it further reliability/eq; (3<sup>rd</sup> mark)</li> </ul> <p><b>Look for other reasonable marking points</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>14</b>       | <p>There are three types of experimental methods (natural, laboratory and field).</p> <p>Compare <b>laboratory</b> experiments with <b>natural</b> experiments. Comparisons can include similarities and/or differences</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p>No credit for field experiments/ other methods / designs</p> <p>Credit use of appropriate examples which illustrate comparison</p> <p>Credit can be given for similarities and/or differences do not need both</p> <p>Each point must make some comparison to gain credit (see in italics)</p> <p>Max 2 for pure list of each method.</p> <ul style="list-style-type: none"> <li>Laboratory carried out in an artificial setting <i>whereas</i> natural is in a realistic environment/eq;</li> <li>Laboratory often has low ecological validity <i>but</i> natural has high/eq;</li> <li>Laboratory involves manipulation of IV by the experimenter <i>however</i> natural has a naturally occurring</li> </ul> | <b>(5 A03)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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|  | <p>IV not manipulated by the experimenter/eq;</p> <ul style="list-style-type: none"> <li>• Laboratory has greater control over extraneous variables <i>whereas</i> natural has less control over these variables/eq;</li> <li>• Laboratory are easier to replicate and test for reliability of results, because variables are controlled, <i>however</i> natural are less able to replicate due to lack of control over extraneous variables/eq; <b>(2 marks)</b></li> <li>• <i>Both</i> could provide quantitative data making them objective and scientific/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> |  |
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| Question Number                                                                         | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|-------|-----------------------------------------------------------------------|-----|--|----------------------------------------------------------------------------------|-----|--|-------------------------------------------------------------------------------|--|-----|-----------------------------------------------------------------------------------------|--|-----|--|--|--|---------|
| <b>15</b>                                                                               | <p>The following four statements about BPS ethical guidelines are either true or false.</p> <p>Put a (x) in the correct box to indicate whether each statement is <b>true</b> or <b>false</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
|                                                                                         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark      |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
|                                                                                         | <table border="1"> <thead> <tr> <th>Statement</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Participants have the right to withdraw at any point during the study</td><td>(x)</td><td></td></tr> <tr> <td>If there is deception then a thorough debriefing may make the study more ethical</td><td>(x)</td><td></td></tr> <tr> <td>An experiment never goes ahead until fully informed consent has been obtained</td><td></td><td>(x)</td></tr> <tr> <td>A researcher who does not understand the implications of their study is still competent</td><td></td><td>(x)</td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> | Statement | True | False | Participants have the right to withdraw at any point during the study | (x) |  | If there is deception then a thorough debriefing may make the study more ethical | (x) |  | An experiment never goes ahead until fully informed consent has been obtained |  | (x) | A researcher who does not understand the implications of their study is still competent |  | (x) |  |  |  | (4 A03) |
| Statement                                                                               | True                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | False     |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
| Participants have the right to withdraw at any point during the study                   | (x)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
| If there is deception then a thorough debriefing may make the study more ethical        | (x)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
| An experiment never goes ahead until fully informed consent has been obtained           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (x)       |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
| A researcher who does not understand the implications of their study is still competent |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (x)       |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |
|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |      |       |                                                                       |     |  |                                                                                  |     |  |                                                                               |  |     |                                                                                         |  |     |  |  |  |         |

| Question Number | Question                                                                                                                                                                                                |                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>16 (a)</b>   | <p>Explain the difference between the agentic state and autonomous state in Milgram's agency theory of obedience.</p>                                                                                   |                |
|                 | Answer                                                                                                                                                                                                  | Mark           |
|                 | <p><b>Accept one sided argument for a max of 2 marks.</b></p> <p>Credit suitable examples</p> <ul style="list-style-type: none"> <li>• People might feel a moral strain in agentic condition</li> </ul> | <b>(3 A01)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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|  | <p>because they are acting against their moral values (<b>1<sup>st</sup> mark</b>). For example, participants in Milgram's 1963 study have shown great distress while obeying the orders (<b>2<sup>nd</sup> mark</b>). In contrast, people don't usually feel moral strain in autonomous condition because they are acting on their moral values (<b>3<sup>rd</sup> mark</b>)/eq</p> <ul style="list-style-type: none"> <li>• In an agentic state we surrender our free will and conscience in order to serve the interests of the wider group whereas in the autonomous state we are free thinking and able to make our own decision/eq; (<b>2 marks</b>)</li> <li>• In the agentic state we see ourselves as primarily the agents of authority and only secondarily as individuals but in the autonomous state we see ourselves as having power and our actions as being voluntary/eq; (<b>2 marks</b>)</li> <li>• Moral strain is more likely to occur in the agentic state than the autonomous state/eq;</li> <li>• For example, when listening to instructions from our teacher and acting on them we are in an agentic state, however, if we choose to ask the teacher why these instructions benefit our learning, we are in autonomous state/eq (<b>2 marks</b>)</li> </ul> <p><b>Look for other reasonable marking points</b></p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Question Number | Question                                                                                                      |      |
|-----------------|---------------------------------------------------------------------------------------------------------------|------|
| <b>16 (b)</b>   | Evaluate Milgram's agency theory.<br>You must include at least one way the theory can be applied to real life |      |
|                 | Answer                                                                                                        | Mark |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
|  | <p>Max 3 if no real life point made (see in italics)<br/>Max 1 for alternative theories</p> <ul style="list-style-type: none"> <li>• <i>Has application to real life i.e. used to explain the destructive obedience of soldiers during war/eq;</i></li> <li>• <i>It accounts for why so many soldiers in WW2 followed orders without question. They saw themselves as agents for the person giving the orders, in this case Hitler/eq; (2 marks)</i></li> <li>• Supported by Milgram's research when he showed that 65% of ordinary people would obey an authority figure, however, this study lacks ecological validity as the task of 'giving' electric shocks to a stranger is not something people encounter in everyday life /eq;<br/><b>(2 marks)</b></li> <li>• Supported by Hofling's findings on obedience of nurses where 95% (or 21/22) obeyed/eq;</li> <li>• Does not explain why some individuals obey and others don't (individual differences)/eq;</li> <li>• Milgram has neglected the minority of participants who did <i>not</i> obey him. 35% of ps did not go up to 450v. even though Milgram supposed they were in the same agentic state as those that did obey the authority figure/eq; <b>(2 marks)</b></li> <li>• The idea of an identifiable agentic state has proved very difficult to pin down. Simply saying that someone is an agentic state because they obey and that they obey because they are in an agentic state is a circular argument/eq;</li> <li>• Disobedience of some can be explained by their personality (charismatic leadership) so suggesting that the causes of obedience are more complex than the theory suggests/eq;</li> <li>• The theory does not take into account other explanations for obedience such as strict parenting which could create an authoritarian personality/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> | <p><b>(5<br/>AO2)</b></p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|

## Section C

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>17</b>       | <p>As part of the course requirements for social psychology you will have conducted a practical investigation using a survey.</p> <p>Evaluate your survey.</p> <p>Your evaluation may include:</p> <ul style="list-style-type: none"> <li>• validity</li> <li>• reliability</li> <li>• subjectivity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark           |
|                 | <p>Appropriate answers might include some of the following evaluative points, but this list isn't exhaustive.</p> <p>No credit for description of the survey</p> <p>Points about social desirability and ethics to be added.</p> <ul style="list-style-type: none"> <li>• Because the sample was opportunity we could have deliberately picked people we knew had the desired characteristics</li> <li>• We all used the same standardised instructions which increases the reliability of our study</li> <li>• It was carried out in a quiet classroom, which is a natural setting for the participant so increasing ecological validity</li> <li>• Some participants may have told others about the study so they may have tried to give us the results they thought we wanted</li> <li>• All participants were 16 to 18 so we cannot generalise the results to older people</li> <li>• As it was a survey we don't know if the participants behaviour was natural or a result of demand characteristics</li> <li>• Participant's answers could have been influenced by social desirability bias, as they will try to present themselves in a positive light.</li> <li>• Some participants might perceive the topic of the survey as upsetting, which may result in psychological harm</li> </ul> | <b>(5 AO3)</b> |

| Level          | Mark      | Descriptor                                                                                                                                                                                                                                                                                |
|----------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0         | No rewardable material                                                                                                                                                                                                                                                                    |
| <b>Level 1</b> | 1-2 marks | Candidate makes at least one appropriate evaluative point. The answer may be brief, but should be <b>clear</b> for the 2 marks. Or a range of points, but all generic to the survey as a method.                                                                                          |
| <b>Level 2</b> | 3-4 marks | Candidate gives at least two appropriate/contextualised evaluation points, both of which are <b>done well</b> . Or one evaluation point <b>described exceptionally well</b> .                                                                                                             |
| <b>Level 3</b> | 5 marks   | A <b>thorough</b> answer, offering a range of appropriately contextualised evaluation points <b>described very well</b> . Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present. |

| Question Number          | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>18*</b><br><b>QWC</b> | Describe and evaluate <b>one</b> theory of forgetting <b>other than</b> cue dependent theory.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                       |
|                          | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark                                  |
|                          | <p><b>Refer to levels at the end of the indicative content.</b></p> <p><b>A01:</b> (Description) Knowledge and understanding of theory<br/> <b>A02:</b> (Evaluation) Application/strengths and weaknesses of theory</p> <p>Possible theories include:<br/> Trace Decay<br/> Displacement<br/> Interference theory<br/> Repression</p> <p>Appropriate answers might include the following knowledge points, but this list is not exhaustive.</p> <p>If more than one theory mark all and credit the best.<br/> The theory must be identifiable and not just general information about memory.</p> <p><b>Reject Cue Dependent theory or theories of memory (MSM / Reconstructive/ LOP)</b></p> <p><b>Description</b></p> <p><b>Trace Decay</b></p> <ul style="list-style-type: none"> <li>• Learning causes a physical change in the neural network of the memory system</li> <li>• A memory is created known as an activated neural path/ engram/active trace</li> <li>• If strengthened by rehearsal then the trace becomes a structural trace/physical change in the neural network</li> </ul> | <p><b>6 A01</b><br/> <b>6 A02</b></p> |

- Without this rehearsal it will weaken or decay causing forgetting
- Forgetting is thus caused through disuse and the natural passage of time
- Once decayed a memory is lost forever

### **Displacement**

- Capacity of STM is approx 7+/-2 and forgetting can be explained in terms of this
- Despite the fact these items can be chunked to increase their capacity there are only a fixed number of slots for such information
- Occurs when our STM reaches its capacity / is full so old information is displaced or pushed out by new incoming information
- Material may not be lost if it was sufficiently rehearsed to pass into LTM

### **Interference**

- Forgetting occurs in LTM due to interference or confusion between old and new memories
- Retroactive interference is when the learning of new information interferes with the learning of older information
- Proactive interference is when the learning of old information interferes with the learning of new information
- In STM interference is important as it prevents rehearsal which is needed for information to go from STM to LTM
- E.g. trying to recall a phone number at the same time as being asked a question means trying to respond to the latter may interfere with the rehearsal of the phone number

**Look for other reasonable marking points.**

### **Evaluation**

#### **Trace Decay**

- Peterson and Peterson (1959) showed preventing rehearsal caused information to decay
- It could be that information has been interfered with rather than just simply decayed
- Waugh and Norman (1965) who set out to support trace decay actually concluded interference is the most likely cause of forgetting
- The information may actually just not be accessible due to lack of cues
- People do remember information from years ago even though they have not recalled it recently
- The theory is difficult to test as participants who are tested after different time periods could actually be rehearsing and strengthening the trace

### **Displacement**

- Glanzer et al (1967) found displacement to be a major factor

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>forgetting so the theory does have experimental evidence</p> <ul style="list-style-type: none"> <li>• However they also found a small effect of time delay suggests a possible decay component</li> <li>• Waugh and Norman (1965) provide further support using the serial probe technique where rapidly presented digits were displaced by others that followed</li> <li>• It's not clear whether new material is overwriting or distracting attention from the older material</li> <li>• It's far from clear that displacement refers to a process distinct from either decay or interference suggesting forgetting cannot be fully explained by displacement alone</li> </ul> <p><b>Interference</b></p> <ul style="list-style-type: none"> <li>• Can be applied to revision techniques students are more likely to forget information from topics that are similar in nature</li> <li>• For example revision of psychology should not be followed by sociology as the learning of one will interfere with the recall of the other</li> <li>• The theory does have lots of experimental evidence to support it. Studies by Peterson and Peterson have demonstrated that forgetting is influenced by what happens in the time between learning and recall of information</li> <li>• The majority of supporting experiments are lab based and use nonsense syllables to demonstrate interference</li> <li>• The research therefore has low ecological validity and interference is much less easy to demonstrate when meaningful real-life material is used</li> <li>• Interference theory places too much emphasis on activity between the learning of information and recall, ignoring internal and external cues</li> </ul> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Level          | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |           | <p><b>A01:</b> (Description) Knowledge and understanding of theory</p> <p><b>A02:</b> (Evaluation) Application/strengths and weaknesses of theory</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                | 0         | No rewardable material                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 1</b> | 1-3 marks | <p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Basic description of theory</li> <li>• Little or no attempt at the analytical/evaluation demands of the question. Lack of relevant evidence.</li> </ul> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p> |
| <b>Level 2</b> | 4-6 marks | Description OR evaluation only OR limited attempt at each OR one is in less detail than the other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |             | <ul style="list-style-type: none"> <li>• Some relevant description though likely to be limited</li> <li>• Some attempt at evaluation e.g. refers to at least <i>one</i> from methodological, supporting studies and practical points in relation to actual theory</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>                                                                                                                                                                                                                                        |
| <b>Level 3</b> | 7-9 marks   | <p>Candidate has attempted and answered <b><i>both of the injunctions</i></b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes breadth and/or depth of component parts in appropriate detail.</li> <li>• Evaluation includes a range of factors from - supporting studies, application, and alternative explanations - <b>used appropriately</b>.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>                                                                                                                                                                               |
| <b>Level 4</b> | 10-12 marks | <p>Candidate has attempted and answered <b><i>both of the injunctions</i></b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes both breadth and depth of component parts in <b>appropriate detail with elaboration</b>.</li> <li>• Evaluation includes a range of factors from - supporting studies, application, and alternative explanations - <b>used with detail and clearly explained</b>.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p> |

Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCE**

Centre Number

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# Psychology

**Advanced Subsidiary**

**Unit 1: Social and Cognitive Psychology**

Tuesday 13 May 2014 – Afternoon

**Time: 1 hour 20 minutes**

Paper Reference

**6PS01/01**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

## Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.

If you change your mind, put a line through the box ☐ and then put a cross in another box ☐.

For questions 1–6 choose ONE answer from A, B, C or D.

1 Social identity theory was proposed by

- ☐ A Milgram (1973)
- ☐ B Sherif (1988)
- ☐ C Hofling (1966)
- ☐ D Tajfel (1970)

(Total for Question 1 = 1 mark)

2 In an autonomous state individuals perceive themselves as

- ☐ A acting as agents for others in authority
- ☐ B not in control of their own decision making
- ☐ C unable to disobey due to moral strain
- ☐ D able to choose their own actions

(Total for Question 2 = 1 mark)

3 Which of the following might be best explained using cognitive psychology?

- ☐ A Gang violence between different groups.
- ☐ B The effect of culture on behaviour.
- ☐ C How information is processed in your brain.
- ☐ D How genes influence behaviour.

(Total for Question 3 = 1 mark)



**4** State cues are best described as found in the

- ☐ **A** individual
- ☐ **B** genes
- ☐ **C** context
- ☐ **D** environment

**(Total for Question 4 = 1 mark)**

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**5** Which of the following sampling techniques is where everyone has an equal chance of being picked?

- ☐ **A** Opportunity
- ☐ **B** Random
- ☐ **C** Stratified
- ☐ **D** Volunteer

**(Total for Question 5 = 1 mark)**

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**6** Laboratory experiments use controls and this produces reliable data.

This makes laboratory experiments more

- ☐ **A** objective
- ☐ **B** subjective
- ☐ **C** qualitative
- ☐ **D** unethical

**(Total for Question 6 = 1 mark)**

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**For questions 7–9 choose TWO answers from A, B, C, D and E.**

**7** Which **two** of the following are true of Godden and Baddeley's (1975) study?

- ☐ **A** There were 26 male participants in the study.
- ☐ **B** All the divers took part in all four conditions.
- ☐ **C** Divers were asked to recall words both on land and in the water.
- ☐ **D** The word lists were made up of ten words.
- ☐ **E** Words learned underwater were recalled best on land.

**(Total for Question 7 = 2 marks)**

**8** Which **two** of the following examples best suit a qualitative approach to data collection?

- ☐ **A** A study to see whether lack of sleep affects reaction times.
- ☐ **B** A teacher studies the link between the number of essays students have written and their exam results.
- ☐ **C** A psychologist investigates how a family copes with a relative who has recently left a psychiatric hospital.
- ☐ **D** An observational study into the number of aggressive acts displayed by boys and girls at a nursery.
- ☐ **E** A study to examine why family background might affect career choice.

**(Total for Question 8 = 2 marks)**

**9** Your teacher is demonstrating Levels of Processing theory and asks you a number of questions about a list of words.

Which **two** of the following five questions would be likely to result in the highest level of recall?

- ☐ **A** Does it rhyme with 'car'?
- ☐ **B** Has it got five letters in it?
- ☐ **C** Is it something you would eat?
- ☐ **D** Is it in capital letters?
- ☐ **E** Is it a type of animal?

**(Total for Question 9 = 2 marks)**

**TOTAL FOR SECTION A = 12 MARKS**



## SECTION B

**Answer ALL questions. You are advised to spend approximately 40 minutes on Section B.**

- 10** (a) Outline the procedure of Milgram's (1963) original study of obedience, from the point where lots were drawn to decide who would be the teacher and who would be the learner.

(4)

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**Turn Over For Question 11**





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**(Total for Question 11 = 5 marks)**



**12** In the Cognitive Approach you will have studied a key issue of relevance to today's society.

Describe the key issue you studied.

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**(Total for Question 12 = 4 marks)**



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**Turn Over For Question 13**



**13** You are sitting with your friends on the bus on the way to school. Suddenly the bus comes to an emergency stop. You look out of the window and see an overturned tractor with lots of people running around. You are questioned the next day by the police about what you saw.

Using concepts, theories and/or research from cognitive psychology, explain why your later recall of the event might differ from others who saw the same incident.

(5)



(Total for Question 13 = 5 marks)



**14** One research method commonly used in the Cognitive Approach is the laboratory experiment.

Describe the main features of the laboratory experiment as a research method.

**(Total for Question 14 = 4 marks)**



**15** (a) Outline the aim(s) of Godden and Baddeley's (1975) study.

(2)

(b) Some people view Godden and Baddeley's (1975) study as having high ecological validity, others think it has low ecological validity, and some even believe it has both.

Explain whether you think Godden and Baddeley's (1975) study has high and/or low ecological validity.

(3)

**(Total for Question 15 = 5 marks)**

**TOTAL FOR SECTION B = 31 MARKS**



## SECTION C

**Answer ALL questions. You are advised to spend approximately 25 minutes on Section C.**

- 16** As part of the course requirements for cognitive psychology you will have conducted a practical using an experiment.

Outline problems you came across when planning and/or carrying out your experiment **and** explain how you might have addressed (or did address) these problems.

(5)

[illegible]

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**(Total for Question 16 = 5 marks)**



**\*17** Following studies in the USA carried out by Milgram in 1963 and Hofling et al in 1966, obedience has been tested in many cultures across the world.

Describe and evaluate **one** study of obedience from a country **other than** the USA **and** explain how findings from this study help in understanding obedience in everyday life.

(12)



Handwriting practice area with 20 sets of dotted lines on a lined background.



(Total for Question 17 = 12 marks)

**TOTAL FOR SECTION C = 17 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



# Mark Scheme (Results)

June 2014

Pearson Edexcel GCE in Psychology  
(6PS01/01) Unit 1: Social and  
Cognitive Psychology

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Summer 2014

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## General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

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

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

### Quality of Written Communication

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

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

Full marks can only be awarded if the candidate has demonstrated the above abilities. Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

## Unit 1: Social and Cognitive Psychology

### Section A

| Question Number | Question                                                                                               |                |
|-----------------|--------------------------------------------------------------------------------------------------------|----------------|
| <b>1</b>        | Social identity theory was proposed by                                                                 |                |
|                 | Answer                                                                                                 | Mark           |
|                 | <b>A</b> Milgram (1974)<br><b>B</b> Sherif (1988)<br><b>C</b> Hofling (1966)<br><b>D Tajfel (1970)</b> | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                    |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>2</b>        | In an autonomous state individuals perceive themselves as                                                                                                                                                                   |                |
|                 | Answer                                                                                                                                                                                                                      | Mark           |
|                 | <p><b>A</b> acting as agents for others in authority</p> <p><b>B</b> not in control of their own decision making</p> <p><b>C</b> unable to disobey due to moral strain</p> <p><b>D able to choose their own actions</b></p> | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                       |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>3</b>        | Which of the following might be best explained using cognitive psychology?                                                                                                                                                     |                |
|                 | Answer                                                                                                                                                                                                                         | Mark           |
|                 | <p><b>A</b> Gang violence between different groups</p> <p><b>B</b> The effect of culture on behaviour</p> <p><b>C How information is processed in your brain</b></p> <p><b>D</b> The influence of genes on your behaviour.</p> | <b>(1 AO1)</b> |

| Question Number | Question                                                                   |                |
|-----------------|----------------------------------------------------------------------------|----------------|
| <b>4</b>        | State cues are best described as found in the                              |                |
|                 | Answer                                                                     | Mark           |
|                 | <b>A individual</b><br>B genes<br><b>C context</b><br><b>D environment</b> | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                      |                |
|-----------------|---------------------------------------------------------------------------------------------------------------|----------------|
| <b>5</b>        | Which of the following is the fairest sampling technique, where everyone has an equal chance of being picked? |                |
|                 | Answer                                                                                                        | Mark           |
|                 | <b>A</b> Opportunity<br><b>B Random</b><br><b>C</b> Stratified<br><b>D</b> Volunteer                          | <b>(1 A03)</b> |

| Question Number | Question                                                                                                           |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------|----------------|
| <b>6</b>        | Laboratory experiments use controls and this produces reliable data.<br><br>This makes laboratory experiments more |                |
|                 | Answer                                                                                                             | Mark           |
|                 | <b>A objective</b><br><b>B subjective</b><br><b>C qualitative</b><br><b>D unethical</b>                            | <b>(1 A03)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                  |                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>7</b>        | Which <b>two</b> of the following are true of Godden and Baddeley's (1975) study?                                                                                                                                                                                                                                         |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                    | Mark           |
|                 | <p>A There were 26 male participants in the study.</p> <p><b>B All the divers took part in all four conditions.</b></p> <p><b>C Divers were asked to recall words both on land and in the water.</b></p> <p>D The word lists were made up of ten words.</p> <p>E Words learned underwater were recalled best on land.</p> | <b>(2 A01)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>8</b>        | Which <b>two</b> of the following examples best suit a qualitative approach to data collection?                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark           |
|                 | <p><b>A</b> A study to see whether lack of sleep affects reactions times</p> <p><b>B</b> A teacher studies the link between the number of essays students have written and their exam results</p> <p><b>C A psychologist investigates how a family copes with a relative who has recently left a psychiatric hospital.</b></p> <p><b>D</b> An observational study into levels of physical aggression in boys and girls at a nursery.</p> <p><b>E A study to examine why family background might affect career choice.</b></p> | <b>(2 A03)</b> |

| Question Number | Question                                                                                                                                                                                                                                     |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>9</b>        | <p>Your teacher is demonstrating Levels of Processing theory and asks you a number of questions about a list of words.</p> <p>Which <b>two</b> of the following five questions would be likely to result in the highest level of recall?</p> |                |
|                 | Answer                                                                                                                                                                                                                                       | Mark           |
|                 | <p><b>A</b> Does it rhyme with 'car'?</p> <p><b>B</b> Has it got five letters in it?</p> <p><b>C Is it something you would eat?</b></p> <p><b>D</b> Is it in capital letters?</p> <p><b>E Is it a type of animal?</b></p>                    | <b>(2 A01)</b> |

## Section B

| Question Numbers         | General Instructions                                                                                                                                                                                                                                                     |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q10<br>Q12<br>Q13<br>Q14 | <b>Marking points are indicative, not comprehensive and other points be credited. In each case consider 'or words to that effect'. Each point is a marking point unless otherwise stated, and each point the candidate must be clearly and effectively communicated.</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |
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| <b>10 (a)</b>   | Outline the procedure of Milgram's (1963) study on obedience from the point where lots were drawn to decide who would be the teacher and who would be the learner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark           |
|                 | <p>Must be procedure only, no credit for aim/results/conclusions No credit for any of Milgram's variations<br/>Only credit points about the study that are made after the lots were drawn<br/><b>Max 1</b> for amalgamating 2 or more brief but accurate points.</p> <ul style="list-style-type: none"> <li>• They were shown the shock generator with 30 switches each showing a 15 volts increase in shock level from the last/eq;</li> <li>• The teacher was given a sample shock of 45 volts to demonstrate the shock was real/eq;</li> <li>• Both men were shown the next room in which was the chair where the learner (Mr Wallace) was to be strapped. The teacher watched Mr Wallace being strapped into the chair/eq;</li> <li>• At this point the two men were separated and the experiment began, with the participant being instructed to issue a shock each time the learner got an answer wrong/eq;</li> <li>• Only one in every four answers was right and there was a predetermined set of responses from the learner complaining about the shocks/eq;</li> <li>• Mr. Wallace began to complain about his heart and demanded to be let out, refusing to take further part/eq;</li> <li>• At the 300 volts level he pounded on the wall. He repeated this at the 315 volts level but from then on was silent/eq;</li> <li>• The experimenter delivered a standardised sequence of verbal prods to encourage the teacher to continue/eq;</li> <li>• 1 mark for a suitable example from: 'please continue'/ 'please go on'/ 'the experiment requires that you continue'/ 'it is absolutely essential that you continue'/ 'you have no other choice, you must go on'/eq;</li> <li>• They were also reassured by the experimenter that no permanent tissue damage was being caused by the shocks/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(4 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
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| <b>10 (b)</b>   | Outline <b>one</b> methodological weakness of Milgram's (1963) original study of obedience. Do not use an ethical issue in your answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p>No credit for ethical issues or applications to real life. No credit for any of Milgram's variations.<br/>           If more than one weakness outlined mark all and credit the best.<br/>           If no indication that the response is related to Milgram's study, either by use of specific aspects (eg. Shocks) or 'this or the' experiment, then 1 generic mark available</p> <ul style="list-style-type: none"> <li>• Lacks ecological validity as it took place in Yale University which is an artificial environment for these participants <b>(1<sup>st</sup> mark)</b> and so does not represent real life/eq;<b>(2<sup>nd</sup> mark)</b></li> <li>• Lacks (task) validity/(mundane) realism, as giving electric shocks is not a normal everyday activity <b>(1<sup>st</sup> mark)</b> so does not represent a real life behaviour <b>(2<sup>nd</sup> mark)</b>/eq;</li> <li>• Procedure may be prone to demand characteristics as participants may have guessed nature of experiment due to cues in the setting/eq;</li> <li>• The sample was all American and male which makes it difficult to generalise to other cultures <b>(1<sup>st</sup> mark)</b> and could therefore be seen as ethnocentric / androcentric/eq;<b>(2<sup>nd</sup> mark)</b></li> <li>• A volunteer/self-selected sample was used which means the participants may have been more motivated <b>(1<sup>st</sup> mark)</b> and therefore more obedient to the instructions given by the experimenter/eq;<br/><b>(2<sup>nd</sup> mark)</b></li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(2 AO2)</b> |

| Question Number | Question                                                                                                                                                                        |      |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>10 (c)</b>   | <p>Milgram controlled situational variables in his 1963 original study of obedience.</p> <p>Explain why this is a strength of Milgram's (1963) original study of obedience.</p> |      |
|                 | Answer                                                                                                                                                                          | Mark |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |
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|  | <p>No credit for weakness / Milgram variations<br/>Must make reference to an aspect of the study or max 1 mark.</p> <ul style="list-style-type: none"> <li>• The procedure is easy to replicate and can therefore be tested for reliability/eq;</li> <li>• Control over variables such as the word pair task in a controlled setting means it can be replicated/eq;</li> <li>• Control over variables such as the word pair task in a controlled setting means the procedure can be replicated and tested for reliability/eq; <b>(2 marks)</b></li> <li>• The verbal prods were standardised throughout which means the procedure can be replicated and tested for reliability/eq; <b>(2 marks)</b></li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(2 A02)</b> |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
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| <b>11</b>       | <p>Imagine you want to investigate differences between the views of older and younger people about the football World Cup. Social psychology would suggest you use a survey for this kind of investigation.</p> <p>Write a plan showing how you would go about carrying out your survey.</p> <p>In your plan you may wish to include:</p> <ul style="list-style-type: none"> <li>• sampling</li> <li>• procedure</li> <li>• types of question</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark           |
|                 | <p>The plan must explicitly relate to the study outlined in the question. Eg. Include reference to age groups. Ignore underdeveloped lists or suggestions that are not viable.</p> <p><b>Refer to levels at the end of the question</b></p> <p><b>Possible elements that may be creditworthy include: Sampling, hypotheses, ethics, procedure, treatment of results, controls, types of questions/there are others.</b></p> <p><b>No credit can be given for elements which merely paraphrase the question.</b></p> <p><b>eg.</b></p> <ul style="list-style-type: none"> <li>• advertise for participants (volunteer sample) to take part and obtain their informed consent</li> <li>• find as many ps as you can at any opportune moment such as from the town centre / college canteen / friends and family (opportunity sampling)</li> <li>• write a survey using possibly both open (qualitative) and closed (quantitative) questions about the world cup</li> <li>• An example of an open question might be "What are the strengths of the team you support?"</li> <li>• An example of a closed question might be "What are the chance of your team winning the world cup?"</li> <li>• The survey could be sent out by e-mail or through the post</li> <li>• In order to avoid distractions each participant could complete the survey individually in the classroom / home alone etc</li> </ul> <p>Giving marks for detail and elaboration is important where appropriate so that the full range of marks is available. Answers must add to what has already been said to gain further marks.</p> <p><b>Read the whole answer and then allocate the marks.</b></p> | <b>(5 AO3)</b> |

| Level          | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                            |
|----------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0         | Either no answer or a muddled answer where the examiner cannot determine how the study would be carried out / or it is not a survey (but please read the whole answer)                                                                                                                                                                                                |
| <b>Level 1</b> | 1-2 marks | One step of how the survey would be carried out. It <b>may be</b> replicable, ideas lacking in detail, some irrelevant material. Answer shows a plan which is <b>appropriate</b> to the investigation with <b>basic elaboration</b> of points. One element done well or two elements done in less detail.                                                             |
| <b>Level 2</b> | 3-4 marks | Answer shows a <b>viable</b> plan which is appropriate to the investigation with <b>good elaboration</b> of points.<br><br>There is a <b>mainly clear description</b> of how the survey would be carried out <b>allowing partial replication</b> . Two elements done well or three or more elements in less detail.                                                   |
| <b>Level 3</b> | 5 marks   | The description of how the survey would be carried out is clear and <b>enables reasonable replication</b> - some components missing but others explained well, given time constraints for the answer. Answer shows a clear viable plan which is appropriate to the investigation with <b>excellent elaboration</b> of points. At least three elements explained well. |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |
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| <b>12</b>       | <p>In the Cognitive Approach you will have studied a key issue of relevance to today's society.</p> <p>Describe the key issue you studied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark           |
|                 | <p>1 mark per point / elaboration.</p> <p><b>1 mark is available for identification of an issue</b></p> <p><b>4 marks</b> are available for elaboration of the issue. Marks here are for describing the issue not explaining it eg. 'EWT' is not itself the issue. How reliable or unreliable it is, is an issue. If more than one issue mark and credit the best.</p> <p><b>Max 2</b> marks if issue can be discerned but not fully expressed. Appropriate real life examples are creditworthy if they relate to the key issue – max 1 mark</p> <p>REJECT SOCIAL KEY ISSUES</p> <p><b>Possible key issues include:</b></p> <p>Is EWT reliable?</p> <p>Is flashbulb memory a special type of memory? Does the cognitive interview aid witness recall?</p> <p>Do psychology students revise more effectively?</p> <p>How can memory be improved in...those with amnesia...(must have a context)?</p> <p><b>There are others. Possible marking points:</b></p> <p><b>Is EWT reliable? (ID mark)</b></p> <ul style="list-style-type: none"> <li>• EWT refers to the recalled memory of a witness to a crime or incident/eq;</li> <li>• Some argue that it is so unreliable it should not be the basis of criminal convictions/eq;</li> <li>• On the basis of unreliable EWT innocent people have spent many years in jail</li> <li>• If the testimony is fallible then the real perpetrator is free to commit more crimes./eq;</li> <li>• Others believe jurors are more likely to rely on witness testimony than scientific proof or forensic evidence/eq;</li> </ul> <p><b>Why should psychology students revise more effectively than non-psychology students? (ID mark)</b></p> <ul style="list-style-type: none"> <li>• Students who study Psychology are taught certain topics which might give them an advantage when it comes to revising for exams/eq;</li> <li>• Studying how memory works and what causes us to forget means Psychology students can apply their learning to everyday life to benefit them/eq;</li> <li>• Non psychology students may well be using revision techniques that are not appropriate for them due to no fault of their own, but just based on their subject choice/eq;</li> </ul> | <b>(4 AO1)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
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|  | <p><b>Is flashbulb memory a special type of memory? (ID mark)</b></p> <ul style="list-style-type: none"> <li>• Some believe flashbulb memory is a special memory created by intense emotion/eq;</li> <li>• They are detailed memories of particular events such as national tragedies like the London bombings (etc.)/eq;</li> <li>• What is common is the degree of detail that can be recalled e.g. where we were and with whom etc/eq;</li> <li>• Others argue they are just rehearsed memories which are not in fact unusual at all/eq;</li> </ul> <p><b>Does the cognitive interview aid witness recall? (ID mark)</b></p> <ul style="list-style-type: none"> <li>• The cognitive interview is a technique used by the police during witness interviews to help them recall more accurately/eq;</li> <li>• It is designed to avoid the witnesses' memory being contaminated by past experiences or current events eg media coverage/eq;</li> <li>• It makes the witness focus on the detail of what they witnessed by using a range of different questioning techniques involving all 5 senses/eq;</li> <li>• Some believe the cognitive interview does not lead to better recall and is actually an ineffective tool used by the police/eq;</li> <li>• Police ask the witness to recall events in an unusual order, for example, or use a reconstruction of the event/eq;</li> <li>• Witnesses are encouraged to re-visit the scene of the crime where memories of the crime may be triggered/eq;</li> </ul> <p><b>Look for any other reasonable marking points</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |
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| <b>13</b>       | <p>You are sitting with your friends on the bus on the way to school. Suddenly the bus comes to an emergency stop. You look out of the window to see an overturned tractor with lots of people running around.</p> <p>You are questioned the next day by the police about what you saw.</p> <p>Using concepts, theories and/or research from cognitive psychology explain why your later recall of the event might differ from others who saw the same incident.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark           |
|                 | <p><b>Concepts, theories and research from cognitive psychology include:</b></p> <p>Theories/ideas of Memory / Forgetting<br/>Results / Conclusions of research e.g. memory and forgetting studies but <b>DO NOT CREDIT</b> descriptions of the studies themselves.</p> <p>Terms and concepts can be drawn from (but are not limited to) the terms listed in the specification.</p> <p>e.g. Cue dependent</p> <ul style="list-style-type: none"> <li>Those interviewed away from the incident will not be aided by context cues and so may recall less detail than others questioned at the scene of the incident/eq;</li> <li>Students may have felt distressed when witnessing the accident so that when asked the following day they are in a more calm state and so state cues do not match/eq;</li> </ul> <p>e.g. Reconstructive memory</p> <ul style="list-style-type: none"> <li>Memory is not like a tape recorder so the students may fill in gaps in their memories to make their memory of the event more meaningful/eq;</li> <li>Students may use schemas to organise memory of the incident and then reconstruct it when needed/eq;</li> </ul> <p>e.g. Displacement</p> <ul style="list-style-type: none"> <li>As short term memory has a limited capacity, some details of the event may be displaced by other material, causing forgetting of important details for some others on the bus/eq;</li> </ul> <p>e.g. LOP</p> <ul style="list-style-type: none"> <li>Those who used deeper processing are likely to remember more than those on the bus who used shallow processing/eq;</li> </ul> <p>e.g. Multi store</p> <ul style="list-style-type: none"> <li>Some students may have thought about and rehearsed what they saw so transferred information into LTM and will be able to recall more details than those who did not transfer information from STM to LTM/eq;</li> </ul> <p>e.g. Interference</p> <ul style="list-style-type: none"> <li>Students later learning / experiences may interfere with recall of what they saw (retroactive interference) so those</li> </ul> | <b>(5 A02)</b> |

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|  | <p>who were more 'active' after the event may recall less than those who were more 'inactive'/eq;</p> <ul style="list-style-type: none"> <li>• Loftus and Palmer (1974) showed that post event information in the form of leading questions altered the accuracy of the recall/eq;</li> <li>• A student who has witnessed an accident before (proactive interference) may confuse details from the previous event with the current one, making their recall inaccurate/eq;</li> </ul> <p>e.g. Spreading activation</p> <ul style="list-style-type: none"> <li>• There may be individual differences in recall based on each classmates degree of associations in their semantic memory/eq;</li> </ul> <p>e.g. Demand characteristics</p> <ul style="list-style-type: none"> <li>• When being interviewed some may be more prone to saying things they think the police want to hear in a wish to please them/eq;</li> </ul> <p>e.g. Use of the cognitive interview</p> <ul style="list-style-type: none"> <li>• Others may be able to give much more accurate detail if the police use the cognitive interview asking them to recall events from different perspectives or in a different order/eq;</li> </ul> <p><b>Look for other reasonable ways of expressing this answer</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |
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| <b>14</b>       | <p>One research method commonly used in the Cognitive Approach is the laboratory experiment.</p> <p>Describe the main features of the laboratory experiment as a research method.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |
|                 | <b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Mark</b>    |
|                 | <p>Suitable examples can gain credit. Ignore strengths and/or weaknesses. Points that include some evaluation may be credited if the description stands alone in its own right.</p> <ul style="list-style-type: none"> <li>• There is an independent variable (IV), which is manipulated and a dependent variable (DV), which is measured/eq;</li> <li>• Set in a controlled / artificial setting away from the participants normal everyday environment/eq;</li> <li>• We predict any changes in the DV are dependent upon changes in the IV/eq;</li> <li>• A study of cause and effect involving two or more conditions (control and experimental)/eq;</li> <li>• It serves to find out whether a causal relationship exists, to see if one factor affects another/eq;</li> <li>• It involves the deliberate manipulation of one variable while trying to keep all others constant, so the effect of one variable on the one we are measuring can be seen/eq;</li> <li>• True laboratory experiments have random allocation of participants to conditions/eq;</li> <li>• There is a standardised procedure to ensure that all participants are treated the same/eq;</li> </ul> <p><b>Look for any other reasonable marking points</b></p> | <b>(4 AO3)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>15 (a)</b>   | Describe the aim(s) of Godden and Baddeley's (1975) study.                                                                                                                                                                                                                                                                                                                                                                               |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark           |
|                 | <p>No credit for procedure/ results / conclusion</p> <ul style="list-style-type: none"> <li>To see whether words would be recalled better in the same environment or in a very different environment<br/><b>(1<sup>st</sup> mark)</b></li> <li>To investigate whether a natural environment can act as a cue for recall/eq;</li> <li>To test Cue dependency theory/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(2 A01)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
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| <b>15 (b)</b>   | <p>Some people view Godden and Baddeley's (1975) study as having high ecological validity, others think it has low ecological validity, and some even believe it has both.</p> <p>Explain whether you think that Godden and Baddeley's (1975) study has high <b>and/or</b> low ecological validity? Explain your</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark           |
|                 | <p>Credit answers which argue high / low or both</p> <ul style="list-style-type: none"> <li>The study took place in a real life setting and so has greater ecological validity than laboratory research/eq;</li> <li>The experiment was conducted in a realistic open water environment for divers <b>(1<sup>st</sup> mark)</b> so has higher ecological validity and results relate to real life situations/eq; <b>(2<sup>nd</sup> mark)</b></li> <li>Divers were all members of the diving club so the diving environment would have been very familiar to them/eq;</li> <li>The procedure in learning unrelated words is not an everyday task and so lacks (task) validity/eq;</li> <li>Low validity as learning a word list especially unrelated 2-3 syllable words <b>(1<sup>st</sup> mark)</b> is an artificial task which is not carried out in everyday life/eq; <b>(2<sup>nd</sup> mark)</b></li> <li>Word lists were broken into small sections to allow breathing in between, which created a very artificial pattern in the learning/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p> | <b>(3 A02)</b> |

## Section C

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

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>16</b>       | <p>As part of the course requirements for cognitive psychology you will have conducted a practical using an experiment.</p> <p>Outline problems you came across when planning and/or carrying out your experiment <b>and</b> explain how you might have addressed (or did address) these problems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark           |
|                 | <p>Appropriate answers might include some of the following problems, but this list isn't exhaustive.</p> <p>No credit for description of the experiment</p> <ul style="list-style-type: none"> <li>• Because the sample was opportunity we could have deliberately picked people we knew had the desired characteristics</li> <li>• We could have used a random sample instead to overcome this by putting names into a hat as this would have made it fairer</li> <li>• Some participants may have told others about the study so they may have tried to give us the results they thought we wanted</li> <li>• We could have asked participants whether they had heard about our experiment beforehand and then excluded them if that was the case</li> <li>• All participants were 16 to 18 so we cannot generalise the results to older people</li> <li>• We could have widened our sample by asking family and friends from outside school / college to take part</li> <li>• We didn't test for dyslexia or other learning difficulties which may have accounted for any differences we found</li> <li>• We could have asked participants to fill in a short questionnaire beforehand to determine this</li> <li>• As it was an experiment we don't know if the participants behaviour was natural or a result of demand characteristics</li> <li>• We could have used the single or double blind technique to overcome this so neither we nor the participants would be aware of who was allocated to which condition.</li> </ul> | <b>(5 A03)</b> |

| Level          | Mark        | Descriptor                                                                                                                                                                                             |
|----------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0           | No rewardable material or the candidate does not refer to their own experiment at least once                                                                                                           |
| <b>Level 1</b> | 1 mark      | Candidate identifies at least one appropriate problem and/or solution. Answer is <b>limited</b> , lacking in detail, with <b>basic elaboration</b> of points.                                          |
| <b>Level 2</b> | 2 - 3 marks | Candidate gives <b>at least two</b> appropriate problems and their solutions <b>with at least one elaborated</b> .                                                                                     |
| <b>Level 3</b> | 4 - 5 marks | A <b>thorough</b> answer, giving <b>at least two</b> problems and their solutions with <b>good elaboration</b> . Given time constraints and limited number of marks, full marks must be given when the |

|  |  |                                                                           |
|--|--|---------------------------------------------------------------------------|
|  |  | answer is reasonably detailed even if not all the information is present. |
|--|--|---------------------------------------------------------------------------|

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>17</b>       | <p>Following studies in the USA carried out by Milgram in 1963 and Hofling et al in 1966, obedience has been tested in many cultures across the world.</p> <p>Describe and evaluate <b>one</b> study of obedience from a country <b>other than</b> the USA <b>and</b> explain how findings from these studies help in understanding obedience in everyday life.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                       |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark                                  |
|                 | <p><b>Possible studies include:</b></p> <p><b>Meeus &amp; Raaijmakers (1986) Slater et al (2006)</b><br/> <b>Kilham &amp; Mann (1971)</b><br/> <b>There are others</b></p> <p><b>Must be a published study</b></p> <p><b>Refer to levels at the end of the indicative content</b></p> <p>A01 – These marks are gained by describing the study which must be of obedience from a country other than the USA<br/> A02 – For evaluating the study.</p> <p><b>E.g. Meeus &amp; Raaijmakers (1986)</b></p> <p><u>AIMS:</u></p> <ul style="list-style-type: none"> <li>• To investigate a number of possible problems which may undermine Milgram’s conclusions regarding obedience</li> <li>• To investigate the fact that Milgram’s design led to an <i>ambiguous situation</i> which may have <i>led to greater obedience</i><br/> i.e. mixed messages that the shocks were dangerous but not harmful</li> <li>• To see whether more modern psychological-administrative violence creates more /less obedience as compared to Milgram’s method</li> </ul> <p><u>PROCEDURE:</u></p> <ul style="list-style-type: none"> <li>• 39 participants responded to a newspaper advert and were paid for their time</li> <li>• The research took place in a modern university building where participants were led to believe that they were taking part in a study into stress &amp; performance</li> <li>• Participants believed that the Psychology department had been commissioned to select candidates for a job and each applicant was to take a test which would be administered by the participants</li> <li>• The test was vital to success, if applicants(who were confederates/stooges)failed the test they lost the job</li> <li>• Participants were asked to make 15 increasingly distressing remarks to the applicants regarding how they were getting on with the test “If you continue responding like this, you’re going to fail the test.”</li> <li>• “This job is much too difficult for you, according to this test.”</li> <li>• Participants also overheard the experimenter telling the</li> </ul> | <p><b>6 A01</b><br/> <b>6 A02</b></p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>'applicants' false information about the study (e.g. it would not affect their job chances)</p> <ul style="list-style-type: none"> <li>• It soon became obvious that the 'applicant' was getting extremely distressed and that they would fail the test (and, therefore, not get the job)</li> <li>• Two thirds of the way through the test the 'applicant' accused the researchers of giving false information and withdrew his consent to continue</li> <li>• If the subjects refused to continue to make the stressful remarks they were prodded to continue by the experimenter</li> <li>• A participant who made all the stress remarks was seen as obedient and those who refused to make all the stress remarks disobedient</li> </ul> <p><u>RESULTS:</u></p> <ul style="list-style-type: none"> <li>• 92% of the participants obeyed the experimenter to the end and made all the stress remarks</li> <li>• The participants reported that they 'intensely disliked' making the stress remarks</li> <li>• The participants were convinced that the applicant's test scores had been seriously affected by the stress remarks;</li> <li>• 96% of the participants were sure that they were dealing with a 'real' situation</li> </ul> <p><u>CONCLUSIONS:</u></p> <ul style="list-style-type: none"> <li>• The researchers conclude that the level of obedience in their study was considerably higher than in Milgram's study</li> <li>• Furthermore, this shows that it is easier "to obey orders to use psychological-administrative violence than to obey orders to use physical violence"</li> </ul> <p><u>EVALUATION:</u></p> <ul style="list-style-type: none"> <li>• Many participants were caused distress by their involvement they made it clear that they found the treatment of the applicant to be unfair, intensely disliked making the stress remarks, were relieved that the victim was not a real applicant and they had not in reality caused someone harm</li> <li>• Participants were given full information about the design and purpose of the experiment and were debriefed a second time by mail a year later and again asked to fill out a questionnaire about the experiment</li> <li>• In neither debriefing, however, were any indications seen that the subjects had suffered any serious negative effects from their participation in the experiment</li> <li>• Participants were deceived as they thought the study was on stress and performance (not obedience) and that the applicants were real when in fact they were just actors</li> <li>• The volunteer sample may be biased as these participants tend to be more motivated and perform better</li> </ul> <p><u>APPLICATIONS:</u></p> <ul style="list-style-type: none"> <li>• The findings can help explain real life atrocities such as genocide and the war against Iraq</li> <li>• Fear of being bullied in the workplace has given rise to</li> </ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>'whistle blowing' Policies to protect who are autonomous.</p> <p><b>E.g. Slater et al (2006)</b></p> <p><u>AIMS:</u></p> <ul style="list-style-type: none"> <li>• To study human responses to interaction with a virtual character using similar conflict created by Milgram's study</li> <li>• To test whether the stress would be greater in a situation where the learner could be seen and heard in comparison to one where she would only communicate with the participant through text</li> </ul> <p><u>PROCEDURE:</u></p> <ul style="list-style-type: none"> <li>• 34 participants were recruited by posters and email on the campus at University College London, mean age was 29</li> <li>• 23 were allocated to the Visible Condition (could see and hear virtual learner) and 11 to the Hidden Condition (could not see or hear her answers came through texts)</li> <li>• Their task was to read out 32 sets of these 5 words to the learner, the first of which was a cue word and the others one of four possible words</li> <li>• The learner was supposed to have memorised the words with the cue word beforehand/eq;</li> <li>• On 20 out of the 32 trials the Learner gave the wrong answer, the later trials more likely to result in a wrong answer than the earlier ones</li> <li>• On the desk in front of the participant was an 'electric shock machine' with a shock button, voltage indicators and a knob for turning up the voltage level</li> <li>• The participant was instructed that each time the learner gave an incorrect answer he or she should press the shock button which and increase this by one unit each time</li> <li>• In the Visible condition the learner responded to the shocks with increasing signs of discomfort, eventually protesting that she had 'never agreed to this' and wanted to stop</li> <li>• In the second Hidden condition the learner was not seen or heard apart from a few seconds of introductions at the start of the experiment;</li> <li>• Various physiological indicators (e.g., 'trembling or shaking', 'face becoming hot', 'perspiration') were measured via a questionnaire</li> <li>• It was administered to participants in both groups before the experiment and then after the experiment</li> </ul> <p><u>RESULTS:</u></p> <ul style="list-style-type: none"> <li>• High scores on the questionnaire were found to correlate positively with anxiety, heart rate, skin conductance responses, respiration, face temperature, and blood volume All participants were aroused (skin conductance analysis), this was associated with stress (ECG analysis);</li> <li>• The intensity was greater for those in the Visible condition compared with those in the Hidden condition</li> <li>• Participants became distressed at giving shocks and even</li> </ul> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>showed care for the well being of the learner</p> <p><u>CONCLUSIONS:</u></p> <ul style="list-style-type: none"> <li>• This shows that in spite of their knowledge that the situation was artificial the participants responded to the situation as if it were real</li> </ul> <p><u>EVALUATION:</u></p> <ul style="list-style-type: none"> <li>• Participants were caused increasing discomfort as witnessed by their physiological responses and later comments during the post-experimental interviews, and this discomfort was higher for those in the visible condition compared with those in the hidden condition;</li> <li>• Several participants withdrew from the experiment before the end due to simulator sickness</li> <li>• Some minimal cues from the learner may have been sufficient to cause a stress response in participants as seen in the pilot study</li> <li>• Virtual environments can provide a useful tool in psychology by providing an alternative methodology for laboratory based studies</li> <li>• This method could also be used beyond simple obedience studies and look at reasons for bystander behaviour in street violence (useful given the current level of perceived crime)</li> <li>• Unlike the Milgram experiments there was no need for deception here as all participants were made fully aware of the virtual learner</li> </ul> <p><u>APPLICATIONS</u></p> <ul style="list-style-type: none"> <li>• At demonstrations police officers would be expected to obey instructions from senior officers even if it goes against their own moral judgement.</li> </ul> <p>Findings can explain the atrocities committed in Europe during the holocaust by Nazi soldiers obeying their hierarchy.</p> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Level          | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |           | <b>A01:</b> Knowledge and understanding of obedience study<br><b>A02:</b> Application/evaluation of knowledge and understanding of obedience study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                | 0         | No rewardable material / purely Milgram/ Hofling study/ other US                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Level 1</b> | 1-3 marks | <p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question. Study described is incorrect but has been appropriately evaluated.</p> <ul style="list-style-type: none"> <li>• Basic description of the study/ has mixed up studies</li> <li>• Little or no attempt at the analytical/evaluation demands of the question. Lack of relevant evidence.</li> </ul> <p>The skills needed to produce effective writing will not normally be present.<br/> The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High</p>                                                                                  |
| <b>Level 2</b> | 4-6 marks | <p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Some relevant description though likely to be limited</li> <li>• Some attempt at evaluation e.g. refers to at least <i>one</i> from methodological, ethics and real life application of study</li> <li>• May have some reference to obedience in everyday life</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p> |
| <b>Level 3</b> | 7-9 marks | <p>Candidate has attempted and answered <b>two of the injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes both breadth and / or depth in <b>appropriate detail</b>.</li> <li>• Evaluation may include a range of factors eg. ethics and methodology - <b>used appropriately</b></li> <li>• May have an application of obedience to everyday life</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>                                                                           |

|                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 4</b> | 10-12 marks | <p>Candidate has attempted and answered <b><i>all injunctions</i></b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes both breadth and depth in <b>appropriate detail with elaboration</b>.</li> <li>• Evaluation may include a range of factors eg. - ethics and methodology - <b>used with detail and clearly explained</b>.</li> <li>• Addresses the issue of application to everyday life.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present</p> |
|----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCE**

**Psychology**

**Advanced Subsidiary**

**Unit 1: Social and Cognitive Psychology**

Wednesday 22 May 2013 – Morning

**Time: 1 hour 20 minutes**

Paper Reference

**6PS01/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.  
If you change your mind, put a line through the box ☐ and then put a cross in another box ☐.

For question 1 choose ONE answer from A, B, C or D.

1 Which of the following is an example of social categorisation?

- ☐ A Andrew wears the shirt of his favourite football team.
- ☐ B Fran considers herself to be part of the rowing club.
- ☐ C Liz tells her friends that her pub has better quiz nights than theirs.
- ☐ D Chris thinks he is better at rowing than Fran.

(Total for Question 1 = 1 mark)

For question 2 choose ONE answer from A, B or C.

2 Which type of hypothesis states the way that the results from a study are expected to go?

- ☐ A Null
- ☐ B Non-directional (two tailed)
- ☐ C Directional (one tailed)

(Total for Question 2 = 1 mark)

For questions 3–9 choose ONE answer from A, B, C or D.

3 Which of the following statements best explains why it is important to get informed consent from participants in experiments?

- ☐ A To ensure they understand the purpose of the experiment.
- ☐ B To pass on names and addresses of other participants.
- ☐ C To make sure they understand the consequences are not real.
- ☐ D To make sure they do not tell anyone about the study.

(Total for Question 3 = 1 mark)



4 Milgram's original study of obedience was conducted at which famous US university?

- ☐ A Princeton
- ☐ B Harvard
- ☐ C Yale
- ☐ D Stanford

(Total for Question 4 = 1 mark)

5 Which of the following is a **weakness** of volunteer sampling?

- ☐ A It produces an unrepresentative sample as participants are chosen by researchers.
- ☐ B There are lots of subgroups making it a lengthy procedure.
- ☐ C The larger the population the more difficult it is to generalise.
- ☐ D It produces a biased sample as participants tend to be more motivated.

(Total for Question 5 = 1 mark)

6 In some cases deception of participants is used in experiments to help avoid

- ☐ A demand characteristics
- ☐ B randomisation
- ☐ C researcher subjectivity
- ☐ D counterbalancing

(Total for Question 6 = 1 mark)

7 Which of the following issues could be best explained using the Social Approach?

- ☐ A Remembering where you were during the royal wedding.
- ☐ B Supporting one football team over another.
- ☐ C People being born good athletes.
- ☐ D The meaning of dreams.

(Total for Question 7 = 1 mark)

8 Work out the median from the following set of scores.

8      7      12      10      4      6      1

- ☐ A 6
- ☐ B 7
- ☐ C 8
- ☐ D 10

(Total for Question 8 = 1 mark)

9 Alternating the conditions in a repeated measures experimental design to control for order effects is known as

- ☐ A elimination
- ☐ B operationalisation
- ☐ C matching
- ☐ D counterbalancing

(Total for Question 9 = 1 mark)

For question 10 choose TWO answers from A, B, C, D and E.

10 Which **two** of the following statements are true about the cue dependent theory of forgetting?

- ☐ A An absence of cues will help you remember.
- ☐ B We choose to forget bad experiences.
- ☐ C The theory was put forward by Craik and Lockhart (1972).
- ☐ D A memory trace can be activated by a retrieval cue.
- ☐ E The theory was put forward by Tulving (1974).

(Total for Question 10 = 2 marks)

**TOTAL FOR SECTION A = 11 MARKS**



## SECTION B

**Answer ALL questions. You are advised to spend approximately 40 minutes on Section B.**

**11** Read the quote in the box below.

They were upset by what they were doing and knew that it was wrong.

(Source: adapted from Milgram, 1963)

Milgram's participants were upset by continuing to do something they disagreed with.

Describe the feature of agency theory that the quote refers to.

**(3)**

Name of feature

Description

**(Total for Question 11 = 3 marks)**

12 The following four statements about Hofling et al's (1966) study of obedience are either true or false.

Put a cross ☐ in the correct box to indicate whether each statement is **true** or **false**. (4)

| Statement                                                 | True                     | False                    |
|-----------------------------------------------------------|--------------------------|--------------------------|
| The study only used one hospital in the USA.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 nurses said they were aware of the dosage discrepancy. | <input type="checkbox"/> | <input type="checkbox"/> |
| It was hospital policy to give orders over the phone.     | <input type="checkbox"/> | <input type="checkbox"/> |
| The order was given to the nurse by an unfamiliar voice.  | <input type="checkbox"/> | <input type="checkbox"/> |

(Total for Question 12 = 4 marks)



- 13** Your teacher wants to test your understanding of the Levels of Processing framework. She has asked you to rank the three levels in terms of the most effective to least effective for memory recall.

Explain the answer you would give to your teacher.

(4)

**(Total for Question 13 = 4 marks)**



(4)

(5)

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(5)

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16 (a) Choose one model/theory of memory **other than** Levels of Processing and outline **two** of its features.

(4)

Model/theory of memory

First feature

Second feature



(b) Evaluate **one** of the features you outlined in (a).

(2)

Feature .....

.....

.....

.....

.....

.....

.....

(Total for Question 16 = 6 marks)

**TOTAL FOR SECTION B = 31 MARKS**

## SECTION C

**Answer ALL questions. You are advised to spend approximately 25 minutes on Section C.**

- 17** You and your friends are watching a documentary on the history of terrorism. Your friends cannot understand what makes people commit atrocities against fellow human beings.

Using psychological concepts from the Social Approach, explain why people commit atrocities against fellow human beings.

(6)

This image shows a single sheet 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.

[illegible]

**(Total for Question 17 = 6 marks)**

**\*18** Psychologists collect both qualitative and quantitative data.

Explain what is meant by qualitative and quantitative data **and** evaluate these types of data in terms of their strengths and weaknesses.

(12)



Handwriting practice area with 20 sets of dotted lines for tracing on a lined background.



**(Total for Question 18 = 12 marks)**

**TOTAL FOR SECTION C = 18 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



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# Mark Scheme (Results)

Summer 2013

GCE Psychology (6PS01/01)

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## General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

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

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

### Quality of Written Communication

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

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

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

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

## Unit 1: Social and Cognitive Psychology

### Section A

| Question Number | Question                                                                                                                                                                                                                                                                                           |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>1</b>        | Which of the following is an example of social categorisation?                                                                                                                                                                                                                                     |                |
|                 | Answer                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p><b>A</b> Andrew wears the shirt of his favourite football team.</p> <p><b>B Fran considers herself to be part of the rowing club.</b></p> <p><b>C</b> Liz tells her friends that her pub has better quiz nights than theirs.</p> <p><b>D</b> Chris thinks he is better at rowing than Fran.</p> | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                   |                |
|-----------------|------------------------------------------------------------------------------------------------------------|----------------|
| <b>2</b>        | Which type of hypothesis states the way that the results from a study are expected to go?                  |                |
|                 | Answer                                                                                                     | Mark           |
|                 | <p><b>A</b> Null</p> <p><b>B</b> Non-directional (two tailed)</p> <p><b>C Directional (one tailed)</b></p> | <b>(1 AO3)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                         |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>3</b>        | Which of the following statements best explains why it is important to get informed consent from participants in experiments?                                                                                                                                                                    |                |
|                 | Answer                                                                                                                                                                                                                                                                                           | Mark           |
|                 | <p><b>A To ensure they understand the purpose of the experiment.</b></p> <p><b>B</b> To pass on names and addresses of other participants.</p> <p><b>C</b> To make sure they understand the consequences are not real.</p> <p><b>D</b> To make sure they do not tell anyone about the study.</p> | <b>(1 AO3)</b> |

| Question Number | Question                                                                            |                |
|-----------------|-------------------------------------------------------------------------------------|----------------|
| <b>4</b>        | Milgram's original study of obedience was conducted at which famous US University?  |                |
|                 | Answer                                                                              | Mark           |
|                 | <b>A</b> Princeton<br><b>B</b> Harvard<br><b>C</b> <b>Yale</b><br><b>D</b> Stanford | <b>(1 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                  |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>5</b>        | Which of the following is a <b>weakness</b> of volunteer sampling?                                                                                                                                                                                                                                                                        |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                    | Mark           |
|                 | <b>A</b> It produces an unrepresentative sample as participants are chosen by researchers.<br><b>B</b> There are lots of subgroups making it a lengthy procedure.<br><b>C</b> The larger the population the more difficult it is to generalise.<br><b>D</b> <b>It produces a biased sample as participants tend to be more motivated.</b> | <b>(1 AO3)</b> |

| Question Number | Question                                                                                                               |                |
|-----------------|------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>6</b>        | In some cases deception of participants is used in experiments to help avoid                                           |                |
|                 | Answer                                                                                                                 | Mark           |
|                 | <b>A</b> <b>demand characteristics</b><br><b>B</b> randomisation<br><b>C</b> subjectivity<br><b>D</b> counterbalancing | <b>(1 AO3)</b> |

| Question Number | Question                                                                                                                                                                                                                |                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>7</b>        | Which of the following issues could be best explained using the Social Approach?                                                                                                                                        |                |
|                 | Answer                                                                                                                                                                                                                  | Mark           |
|                 | <p><b>A</b> Remembering where you were during the royal wedding.</p> <p><b>B Supporting one football team over another.</b></p> <p><b>C</b> People being born good athletes.</p> <p><b>D</b> The meaning of dreams.</p> | <b>(1 AO1)</b> |

| Question Number | Question                                                                              |         |
|-----------------|---------------------------------------------------------------------------------------|---------|
| 8               | Work out the median from the following set of scores. <div><div>871210461</div></div> |         |
|                 | Answer                                                                                | Mark    |
|                 | <div>A 6</div> <div>B 7</div> <div>C 8</div> <div>D 10</div>                          | (1 AO3) |

| Question Number | Question                                                                                                                 |                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>9</b>        | Alternating the conditions in a repeated measures experimental design to control for order effects is known as           |                |
|                 | Answer                                                                                                                   | Mark           |
|                 | <p><b>A</b> elimination</p> <p><b>B</b> operationalisation</p> <p><b>C</b> matching</p> <p><b>D counterbalancing</b></p> | <b>(1 AO3)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                 |                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>10</b>       | Which <b>two</b> of the following statements are true about the cue dependent theory of forgetting?                                                                                                                                                                                                                                      |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                   | Mark           |
|                 | <p><b>A</b> An absence of cues will help you remember.</p> <p><b>B</b> We choose to forget bad experiences.</p> <p><b>C</b> The theory was put forward by Craik and Lockhart (1972).</p> <p><b>D</b> <b>A memory trace can be activated by a retrieval cue.</b></p> <p><b>E</b> <b>The theory was put forward by Tulving (1974).</b></p> | <b>(2 AO1)</b> |

## Section B

| Question Numbers   | General Instructions                                                                                                                                                                                                                                                                                                                     |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 – 12<br>14 - 17 | <p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.</p> <p><b>Q13 is marked using levels.</b></p> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 11              | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>They were upset by what they were doing and knew that it was wrong.</p> </div> <p style="text-align: right;">(Source: adapted from Milgram, 1963)</p> <p>Milgram's participants were upset by continuing to do something they disagreed with.</p> <p>Describe the feature of agency theory that the quote refers to.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark           |
|                 | <p>If more than one feature named, accept the first one given.<br/>           1 mark for identifying element (moral strain) and further 2 marks for describing it. Credit suitable examples.<br/>           If feature identified is wrong e.g. agency theory then can still get max 1 mark for describing that feature (as long as it's a feature from obedience).<br/>           If feature and description don't match, and NEITHER refer to moral strain, then 0 marks. HOWEVER, if description is of moral strain, regardless of the name of the feature being incorrect, max 2 marks.<br/>           No credit for pure description of Milgrams study<br/>           e.g.<br/>           moral strain <b>(1D Mark)</b></p> <ul style="list-style-type: none"> <li>• the pressure of doing something against one's feelings of right and wrong/eq;</li> <li>• When we do something which we believe to be immoral in order to function as an agent of (benefit) society/greater good/eq;</li> <li>• We use defence mechanisms to avoid the distress of having to perform acts which would normally find difficult/eq;</li> <li>• E.g. denial was common in soldiers during the Holocaust as they refused to confront what they were doing/eq;</li> <li>• E.g. Milgram's participants showed signs of distress (moral strain) when being asked to continue giving shocks/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(3 AO1)</b> |

| Question Number                                           | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|-------|----------------------------------------------|--|----------|-----------------------------------------------------------|--|----------|-------------------------------------------------------|--|----------|----------------------------------------------------------|----------|--|----------------|
| <b>12</b>                                                 | <p>The following four statements about Hofling et al's (1966) study of obedience are either true or false.</p> <p>Put a cross <input checked="" type="checkbox"/> in the correct box to indicate whether each statement is <b>true</b> or <b>false</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |           |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
|                                                           | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark      |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
|                                                           | <p>If both boxes are crossed then 0 marks unless one is clearly crossed out.</p> <p>One mark per correctly checked/identified statement.</p> <table border="1"> <thead> <tr> <th>Statement</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>The study only used one hospital in the USA.</td><td></td><td><b>X</b></td></tr> <tr> <td>12 nurses said they were aware of the dosage discrepancy.</td><td></td><td><b>X</b></td></tr> <tr> <td>It was hospital policy to give orders over the phone.</td><td></td><td><b>X</b></td></tr> <tr> <td>The order was given to the nurse by an unfamiliar voice.</td><td><b>X</b></td><td></td></tr> </tbody> </table> | Statement | True | False | The study only used one hospital in the USA. |  | <b>X</b> | 12 nurses said they were aware of the dosage discrepancy. |  | <b>X</b> | It was hospital policy to give orders over the phone. |  | <b>X</b> | The order was given to the nurse by an unfamiliar voice. | <b>X</b> |  | <b>(4 AO1)</b> |
| Statement                                                 | True                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | False     |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
| The study only used one hospital in the USA.              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>X</b>  |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
| 12 nurses said they were aware of the dosage discrepancy. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>X</b>  |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
| It was hospital policy to give orders over the phone.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>X</b>  |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |
| The order was given to the nurse by an unfamiliar voice.  | <b>X</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |      |       |                                              |  |          |                                                           |  |          |                                                       |  |          |                                                          |          |  |                |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>13</b>       | <p>Your teacher wants to test your understanding of the Levels of Processing framework. She has asked you to rank the three levels in terms of the most effective to least effective for memory recall.</p> <p>Explain the answer you would give to your teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
|                 | <b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Mark</b>    |
|                 | <p>This is marked using levels see below. So please read the whole answer referring to the levels.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Deep processing which is a form of elaborative rehearsal produces longer lasting memory traces / most effective for recall</li> <li>• The deepest level is semantic processing, and the shallowest is structural processing</li> <li>• Phonemic processing (what something sounds like eg does it rhyme with cat?) is the second most effective for recall</li> <li>• Information that is attended to on the basis of how it looks (structural processing eg is in capital letters?) is not very durable / least effective for recall</li> <li>• Semantic analysis (understanding the meaning eg does this word fit into the following sentence?) results in deeper processing that results in a more durable memory</li> <li>• Shallow processing uses <i>maintenance rehearsal</i> which simply retains items for the time being but deep processing uses <i>elaborative rehearsal</i> which expands upon material and creates more lasting memories</li> </ul> <p><b>0 marks</b><br/>No rewardable material or just 1 LOP given (with no others mentioned) so ranking is not possible.</p> <p><b>1 mark</b><br/>A <b>basic</b> description of at least 1 LOP given (others have to be mentioned/named). Ranking may be incorrect or missing.<br/>OR<br/>All 3 LOP mentioned/named briefly and ranking is correct.</p> <p><b>2 marks</b><br/><b>Some</b> appropriate description of at least 2 LOP giving either breadth or depth. Ranking may be incorrect or missing.<br/>OR<br/>Only 1 LOP in depth (others have to be <b>mentioned</b>) and ranking is correct.</p> <p><b>3 marks</b><br/>A <b>good</b> description of 3 LOP giving either breadth (all 3 LOP <b>described</b> with no elaboration) or depth (at least 1 elaborated, others have to be <b>described</b>). Ranking is correct.</p> <p><b>4 marks</b><br/>An <b>accurate</b> description of 3 LOP given with at least 2 expanded showing depth and breadth. Ranking is correct and effectively shown.</p> <p><b>Look for other suitable material</b></p> | <b>(4 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>14(a)</b>    | Describe the procedure of Godden and Baddeley's (1975) study on cue dependency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark           |
|                 | <p>1 mark per point/elaboration. Must be procedure only, no credit for aim/results/conclusions.<br/> Figures must be accurate to gain credit eg number of divers/number of words.</p> <ul style="list-style-type: none"> <li>• The two environments being tested in Scotland were designed to be very different; land and under the sea/eq;</li> <li>• There were four conditions: dry learning-wet recall/ dry learning- dry recall/ wet learning- dry recall/ wet learning- wet recall/eq;</li> <li>• Participants were given word lists to learn of 36 unrelated words of two or three syllables chosen at random/eq;</li> <li>• The word lists were recorded on tape using two DUC devices so divers could hear the taped words and instructions/eq;</li> <li>• A practice session was used so divers could familiarise themselves with the procedure eg breathing pattern/eq;</li> <li>• The lists were presented twice, after the second presentation of the list, the divers heard 15 numbers/eq <b>(1<sup>st</sup> mark)</b> The numbers heard were written down in order to stop words staying in STM/eq; <b>(2<sup>nd</sup> mark)</b></li> <li>• All participants experienced all four conditions (repeated measures) and there was at least 24 hours between each condition/eq;</li> <li>• They were also given a recognition test on the words to control for any disruptive change from land to sea and vice versa/eq;</li> <li>• 18 divers were on a diving holiday and locations changed each day/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(4 AO1)</b> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>14(b)</b>    | Evaluate Godden and Baddeley's (1975) study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark                  |
|                 | <p>1 mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• The study has real life applications for students revising; to improve recall they should try and learn and recall information in the same environment/eq;</li> <li>• The sample was <i>small</i> (18) which may not be/is not <i>representative</i> of the population as a whole so cannot be <i>generalised</i>/eq;</li> <li>• The study has strong controls such as times of learning and intervals between conditions so is replicable and can be tested for reliability/eq;</li> <li>• However other elements were not as well controlled such as possible equipment failure/weather/dive conditions which could all make replication difficult and weaken its reliability/eq;</li> <li>• Although it's unlikely the participants cheated, they were not seen during the learning and writing stage, so it may be possible/eq;</li> <li>• To counter this divers were in pairs and all were research scientists so cheating would have been less likely/eq;</li> <li>• The task lacks <b>task validity/ mundane realism</b> as the learning and recall of words underwater is not representative of everyday life, making the experiment artificial/eq;</li> <li>• However the study did test what it set out to which was to see why North sea oil rig divers were having memory problems/eq;</li> <li>• However the situation (a diving club in Scotland) and the fact they were real divers used to carrying out underwater tasks is natural and so high in ecological validity/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <p><b>(5 AO2)</b></p> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>15</b>       | Using evidence from psychological research, evaluate the Social Identity Theory of prejudice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |
|                 | <b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Mark</b>           |
|                 | <p>1 mark per point/elaboration.</p> <p>Answer must include appropriate evidence / research or max 2.</p> <p>Do not credit full description of studies, only findings/conclusions are creditworthy and even then must demonstrate HOW it supports / refutes SIT.</p> <ul style="list-style-type: none"> <li>• The theory has evidence from minimal group studies such as Tajfel (1970) who demonstrated that being part of a group is sufficient to lead to prejudice against people not within that group/eq;</li> <li>• However this particular study is a laboratory experiment which suffers from low ecological validity as it is carried out in an artificial setting/eq;</li> <li>• Sherifs' Robbers Cave study provides further evidence for SIT in that the two groups showed prejudice before competition was introduced and showed in group favouritism/eq;</li> <li>• Realistic conflict can be seen in the Robbers Cave as when competition was introduced the prejudice between the boys got worse/eq;</li> <li>• Lalonde (1992) also found in group bias with a poorly performing hockey team who would blame failure on other teams being dirtier than them even though they was no evidence for this/eq;</li> <li>• Crocker and Luhtanen (1990) showed that people who think highly of the group that they are in have a high collective esteem and show in group loyalty which is further evidence for the SIT/eq;</li> <li>• Poppe and Linsen (1999) also found in group favouritism from eastern European countries towards other eastern European nations/eq;</li> <li>• Dobbs and Crano (2001) however found in group favouritism is more complex than earlier studies suggest and that mere categorisation of people into groups is not always sufficient to create in group favouritism/eq;</li> </ul> <p>Non evidence-based points - Max 2</p> <ul style="list-style-type: none"> <li>• Realistic conflict theory would say competition is required over resources for conflict to occur and that mere categorisation of groups is not enough to cause prejudice/eq;</li> <li>• SIT underestimates the importance of individual differences, some people have a much greater tendency than others to favour in-group over out-group, depending on their personality/eq;</li> <li>• The theory can explain wide range of real life phenomena ranging from support from football teams to racism and can be applied to a wide range of social situations/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <p><b>(5 AO2)</b></p> |

| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>16(a)</b>    | Choose one model/theory of memory <b>other than</b> Levels of Processing and outline <b>two</b> of its features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p>1 mark per point/elaboration. 2 marks per feature.</p> <p>No credit for LOP or theories of forgetting including cue dependency.<br/>If more than one model / two features mark all credit best.</p> <p>The whole response should both be considered before awarding marks.<br/>The two features must be clearly different in order to access full marks.</p> <p><b>NOTE</b> Repetition of a feature using similar wording is not credited eg first feature – 3 stores and some description of each, second feature – description of one of the 3 stores</p> <p>If the feature does not come from the model described then full marks can still be given as long as it is an appropriate feature.</p> <p>Possible theories can include MSM, reconstructive, working memory, flashbulb, episodic. If you are unsure whether the theory used is appropriate, contact your team leader.</p> <p><b>e.g. Multi Store model / Atkinson and Shiffrin (1968)</b></p> <p>eg MSM has 3 stores</p> <ul style="list-style-type: none"> <li>• Information enters through the sensory register and is attended to or not/eq;</li> <li>• It then transfers to STM if selectively attended to/eq;</li> <li>• It stays in STM for up to 30 seconds and if rehearsed transfer to LTM/eq;</li> </ul> <p>e.g. sensory register</p> <ul style="list-style-type: none"> <li>• Receives information from the environment through our senses, which is then automatically stored for up to 2 seconds/eq;</li> <li>• Information in the store is in the same format as it is received – what is heard is stored as sound/eq;</li> <li>• All information goes in but only a small amount is attended to and then passed to STM, the rest is not registered/eq;</li> </ul> <p>e.g. STM</p> <ul style="list-style-type: none"> <li>• STM has a capacity of 7 +/- 2 items and a duration of 15 – 30 seconds/eq;</li> <li>• Holds information in auditory form (by sound) but if not rehearsed is lost/eq;</li> <li>• Information that is rehearsed remains in STM long enough to be transferred to LTM/eq;</li> </ul> <p>e.g. LTM</p> <ul style="list-style-type: none"> <li>• Both capacity and duration are infinite so information can stay in LTM potentially forever/eq;</li> <li>• Information is held largely in semantic form but can also be acoustically or visually stored/eq;</li> <li>• Information is stored in the order in which it has been learnt mostly through repetition and organisation/eq;</li> </ul> | <b>(4 AO1)</b> |

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|  | <p>e.g. rehearsal</p> <ul style="list-style-type: none"> <li>• Is seen as a key process as it not only keeps information in STM, but is also responsible for transferring it to LTM</li> <li>• Seen as shallow form of processing dealing with the physical form of the material and not necessarily its underlying meaning/eq;</li> </ul> <p><b>e.g. Reconstructive memory / Bartlett (1932)</b></p> <p>e.g. reconstruction</p> <ul style="list-style-type: none"> <li>• Memory is more of an imaginative reconstruction of past events influenced by how we encode, store and retrieve information/eq;</li> <li>• Memory is not like a blank tape but is changed when we recall it/eq;</li> <li>• Retrieval of stored memories thus involves an active process of piecing together a range of information/eq;</li> </ul> <p>e.g. stereotyping</p> <ul style="list-style-type: none"> <li>• Our attitudes and responses to events change our memory for those events/eq;</li> <li>• Recall involves retrieving knowledge that has been altered to fit with stereotypes the person already has/eq;</li> <li>• For example in the war of the ghosts participants used their own stereotypical ideas about what a story involving ghosts and war should be like/eq;</li> </ul> <p>e.g. schema/schemata</p> <ul style="list-style-type: none"> <li>• These are ideas and scripts about the world which give expectations and rules about what we do/eq;</li> <li>• For example we may have a attending a lesson or going to the cinema schema/eq;</li> <li>• We use schemas that we already have to interpret information and incorporate these into our memory/eq;</li> </ul> <p>e.g. confabulation</p> <ul style="list-style-type: none"> <li>• Confabulation is when information is added to fill in the gaps to make a story/ make sense/eq;</li> <li>• This may be a conscious act such as adding to elaborate partial memories or unconscious to serve as a defence mechanism/eq;</li> <li>• For example in Bartlett's the War of the Ghosts participants used confabulation to fill in gaps they did not understand/eq;</li> </ul> <p><b>e.g. Working memory / Baddeley and Hitch (1974)</b></p> <p>e.g. central executive</p> <ul style="list-style-type: none"> <li>• Monitors and co-ordinates the operation of the other two slave systems/eq;</li> <li>• Moves between tasks, operates retrieval strategies and controls selective attention/eq;</li> <li>• Is at the top of the hierarchical structure and has a limited capacity and can store information briefly/eq;</li> </ul> <p>e.g. phonological loop</p> <ul style="list-style-type: none"> <li>• Consists of two sub systems one which is an inner voice the other which is an inner ear/eq;</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• The primary acoustic store holds auditory memory traces which decay rapidly/eq;</li> <li>• The articulatory loop revives memory traces by rehearsing them/eq;</li> </ul> <p>e.g. visuospatial scratch pad</p> <ul style="list-style-type: none"> <li>• Is an inner eye which holds visual and spatial information from long term memory/eq;</li> <li>• Is used to manipulate spatial information such as shapes, colours and position of objects/eq;</li> <li>• It also rehearses information and transfers it to the central executive/eq;</li> </ul> <p>e.g. episodic buffer</p> <ul style="list-style-type: none"> <li>• Provides time sequencing for visual, spatial and verbal information/eq;</li> <li>• For example the chronological order of words or the sequence of pictures in a film/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
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| <b>16(b)</b>    | Evaluate <b>one</b> of the features you outlined in (a).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p>T.E. – if (a) is blank but (b) gives a correct evaluation of an appropriate feature full marks can be obtained.</p> <p>If (a) is about LOP or theories of forgetting then no credit in (a) but can gain 1 mark max in (b).<br/> If (b) does not correspond to feature outlined in (a) then no marks.</p> <p>1 mark per point/elaboration.</p> <p><b>e.g. Multi Store model / Atkinson and Shiffrin (1968)</b></p> <p>e.g. sensory register</p> <ul style="list-style-type: none"> <li>• Has supporting evidence for its existence from Sperling (1960)/eq;</li> <li>• Sperling used a grid of random letters to determine the capacity of sensory register/eq;</li> <li>• Evidence has found duration of sensory memory is dependent on the sense (eg compare Sperling visual with Conrad (1964) sound)/eq;</li> </ul> <p>e.g. STM</p> <ul style="list-style-type: none"> <li>• Has evidence from primacy-recency/brain damaged patients that it does exist/eq;</li> <li>• Has supporting evidence for its duration and capacity from Miller; Peterson and Peterson (1960)/eq;</li> </ul> <p>e.g. LTM</p> <ul style="list-style-type: none"> <li>• Has evidence from primacy-recency/brain damaged patients (HM; Clive Wearing) that it does exist/eq;</li> <li>• It is too simplistic in that there could be 4 LTM stores and not just one (Clive Wearing)/eq;</li> </ul> <p>e.g. rehearsal</p> <ul style="list-style-type: none"> <li>• Has been criticised as both unnecessary and too general as only focuses on one type (maintenance)/eq;</li> <li>• Doesn't always function properly as demonstrated by patients with anterograde amnesia who can't transfer from STM to LTM/eq;</li> <li>• Has supporting evidence for its existence from Brown and Peterson and Peterson (1959)/eq;</li> </ul> <p><b>e.g. Reconstructive memory / Bartlett (1932)</b></p> <p>e.g. reconstruction</p> <ul style="list-style-type: none"> <li>• Does not explain HOW memory is reconstructive but just describes what happens/eq;</li> <li>• Unlike MSM does not tell us how memories are stored/eq;</li> <li>• Has supporting evidence for its existence from Bartlett (1932) and Loftus and Palmer/eq;</li> </ul> <p>e.g. stereotyping</p> <ul style="list-style-type: none"> <li>• Does have evidence from the WOTG where participants did</li> </ul> | <b>(2 AO2)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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|  | <p>change the story to match existing stereotypes/eq;</p> <ul style="list-style-type: none"> <li>• Other evidence from Carli (1999) that memories become more stereotyped following reproduction/eq;</li> </ul> <p>e.g. schema/schemata</p> <ul style="list-style-type: none"> <li>• Does have evidence from the WOTG where participants did change the story to match existing schemas/eq;</li> <li>• Memory does not appear to be distorted when we have a new experience as there are no existing schemas to distort it/eq;</li> </ul> <p>e.g. confabulation</p> <ul style="list-style-type: none"> <li>• Does have evidence from the WOTG where participants did add details to fill in gaps they did not understand/eq;</li> <li>• Has implications for EWT and how confabulation can make recall inaccurate/eq;</li> </ul> <p><b>e.g. Working memory / Baddeley and Hitch (1974)</b></p> <p>e.g. central executive</p> <ul style="list-style-type: none"> <li>• Out of all the components of working memory the least is known about the central executive/eq;</li> <li>• It can apparently carry out a vast array of tasks in different conditions but this in turn makes it difficult to describe its precise function/eq;</li> </ul> <p>e.g. phonological loop</p> <ul style="list-style-type: none"> <li>• Has evidence in that lists of words that sound similar are more difficult to remember than lists in which the words sound different/eq;</li> <li>• Expands on the MSM view that information in the STM is mainly auditory and is held as sound/eq;</li> </ul> <p>e.g. visuospatial scratch pad</p> <ul style="list-style-type: none"> <li>• Has evidence in that when two spatial tasks are carried out they are found to be more difficult then when undertaking one visual and one spatial task/eq;</li> <li>• Has neurophysiological evidence for its existence as scans show tasks involving visual objects activate an area in the left hemisphere and spatial the right hemisphere/eq;</li> </ul> <p><b>(2 marks)</b></p> <p>e.g. episodic buffer</p> <ul style="list-style-type: none"> <li>• Amnesiacs who could not lay down new memories in LTM could recall stories from STM that contained lots of information, this was more than could be maintained in the phonological loop thus providing evidence for the buffer/eq; <b>(2 marks)</b></li> </ul> <p><b>Look for other reasonable marking points.</b></p> |  |
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| Question Number | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
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| 17              | <p>You and your friends are watching a documentary on the history of terrorism. Your friends cannot understand what makes people commit atrocities against fellow human beings.</p> <p>Using psychological concepts from the Social Approach, explain why people commit atrocities against fellow human beings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
|                 | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark           |
|                 | <p>1 mark per point/elaboration. Real life examples should be credited if they help illustrate a point e.g. Mai Lai, Abu Ghraib, WWII, Rwanda etc</p> <p>Each point must be linked to atrocities such as those above or to atrocities in general.</p> <p>Repetition of the same concept applied to different atrocities must only be credited once.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Terrorists may believe they are the in group and categorise themselves as such at the expense of the anti terrorists (out group)/eq;</li> <li>• In identifying with one group they may have exaggerated differences with the other group e.g. uniform worn/eq;</li> <li>• This in group favouritism to their own country/cause may have led to discrimination in order to protect their own self esteem/eq;</li> <li>• Realistic conflict theory may suggest there is some competition (political/social) between the groups which leads to these atrocities/eq;</li> <li>• People committing atrocities may be following a leader in a position of authority who may make them obey their commands to carry out atrocities/eq;</li> <li>• Those who commit these crimes are obeying (religious) leaders/authority figures as they are in an agentic state/eq;</li> <li>• There may be a diffusion of responsibility in that those committing atrocities may believe that those they are obeying will be ultimately responsible. <b>(1<sup>st</sup> mark)</b> Milgram found that participants were more likely to continue giving shocks as they knew responsibility lay with the experimenter and not themselves. <b>(2<sup>nd</sup> mark)</b>/eq;</li> <li>• Some people committing atrocities may be in an autonomous state fully believing what they are doing is correct and of their own free will/eq;</li> <li>• Some people committing atrocities may not actually want to do these acts and may experience moral strain when doing so/eq;</li> <li>• Zimbardo found that acts such as these may be the product of the social situation and social roles given to them/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(6 AO2)</b> |

| Question Number               | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>18</b>                     | <p>Psychologists collect both qualitative and quantitative data.</p> <p>Explain what is meant by qualitative and quantitative data <b>and</b> evaluate these types of data in terms of their strengths and weaknesses.</p> <p style="text-align: right;"><b>(12 AO3)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                               | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>QWC</b><br><b>i,ii,iii</b> | <p><b>Refer to levels at the end of the indicative content.</b></p> <p>Appropriate answers might include the following knowledge points, but this list is not exhaustive.</p> <p><b>Explanation of qualitative and quantitative data</b></p> <ul style="list-style-type: none"> <li>• Quantitative data is data that is expressed numerically and statistically</li> <li>• It is data that is more likely to be drawn from controlled situations such as laboratory experiments</li> <li>• E.g. Loftus and Palmer measured responses in terms of estimated speed</li> <li>• It deals with 'what' rather than 'why' e.g. no. of words recalled in a memory experiment or how many participants obeyed in the Milgram experiment</li> <li>• Qualitative data can be expressed in detailed descriptions/words/images</li> <li>• Participants can give answers in their own words with no formal measure</li> <li>• Qualitative data is more likely to be drawn from open questions/case studies/real world settings</li> <li>• E.g. testing whether someone is prejudice using a questionnaire using a series of in depth interviews to ascertain behaviour</li> <li>• It deals with 'why' rather than 'what' e.g. how memory works or interviewing participants to see why they went so far on Milgram's shock generator</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Evaluation of qualitative and quantitative data</b></p> <ul style="list-style-type: none"> <li>• Quantitative data may produce narrow, unrealistic information which only focuses on small fragments of behaviour</li> <li>• Quantitative data gives statistical data which can be further tested to see how far the results are due to chance</li> <li>• It can also be easily represented in graphs and charts for easier analysis than qualitative data</li> <li>• Quantitative data uses operationalised variables making it easier to repeat the study and thus check for reliability</li> <li>• It is viewed as more scientific and objective than qualitative data</li> <li>• Qualitative data is harder to replicate due to lack of control in methods so lacks replicability</li> <li>• Qualitative methods may produce more rich detailed type of information with access to emotions and feelings behind behaviour</li> <li>• Qualitative methods conducted in more natural circumstances tend to produce more ecologically valid data as they are real life situations</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Qualitative methods enables the researcher to delve into the reasons behind their quantitative findings</li> <li>It is viewed as less scientific and more subjective as compared to qualitative data</li> <li>Qualitative data can be converted to quantitative data, whereas the reverse is not true</li> </ul> <p><b>Look for other suitable material</b></p> |
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| Level          | Mark        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |             | <p><b>A03:</b> Knowledge and understanding of science and how science works</p> <p><b>A03:</b> Application/evaluation of knowledge and understanding of science and how science works</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                | 0           | No rewardable material                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Level 1</b> | 1-3 marks   | <p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>Explanation includes attempt at describing both <b>and/or</b> showing basic understanding/definition of one or both of the two types of data/or has mixed up qualitative and quantitative throughout</li> <li>Little or no attempt at the analytical/evaluation demands of the question. Lack of relevant evidence.</li> </ul> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p> |
| <b>Level 2</b> | 4-6 marks   | <p>Explanation OR evaluation only OR limited attempt at each</p> <ul style="list-style-type: none"> <li>Explanation includes showing understanding of both types of data. Or one type is well defined with appropriate elaboration and the other is less well defined</li> <li>There will be some relevant evaluation though likely to be <b>limited</b>.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>                                                                                             |
| <b>Level 3</b> | 7-9 marks   | <p>Candidate has attempted and answered <b>both of the injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>Explanation includes both types of data described <b>well</b> with an attempt at <b>some elaboration</b>. One may be in less detail than the other.</li> <li>Evaluation includes strengths and weaknesses <b>used appropriately</b></li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>                                                                                                                                         |
| <b>Level 4</b> | 10-12 marks | <p>Candidate has attempted and answered <b>both of the injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>Explanation includes both types of data described well with <b>appropriate elaboration</b>.</li> <li>Evaluation includes appropriate strengths and weaknesses <b>used with detail and clearly explained</b>.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>                                |



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Welsh Assembly Government

