



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

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

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

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

Question Number	Question	
5	Which of the following is a weakness of volunteer sampling?	
	Answer	Mark
	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.	(1 AO3)

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

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

Question Number	Question								
8	Work out the median from the following set of scores. <table><tr><td>8</td><td>7</td><td>12</td><td>10</td><td>4</td><td>6</td><td>1</td></tr></table>	8	7	12	10	4	6	1	
8	7	12	10	4	6	1			
	Answer	Mark							
	<p>A 6</p> <p>B 7</p> <p>C 8</p> <p>D 10</p>	(1 AO3)							

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

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

Section B

Question Numbers	General Instructions
11 – 12 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>Q13 is marked using levels.</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. 1 mark for identifying element (moral strain) and further 2 marks for describing it. Credit suitable examples. 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). 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. No credit for pure description of Milgrams study e.g. moral strain (1D Mark)</p> <ul style="list-style-type: none"> • the pressure of doing something against one's feelings of right and wrong/eq; • When we do something which we believe to be immoral in order to function as an agent of (benefit) society/greater good/eq; • We use defence mechanisms to avoid the distress of having to perform acts which would normally find difficult/eq; • E.g. denial was common in soldiers during the Holocaust as they refused to confront what they were doing/eq; • E.g. Milgram's participants showed signs of distress (moral strain) when being asked to continue giving shocks/eq; <p>Look for other reasonable marking points.</p>	(3 AO1)

Question Number	Question																
12	<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 true or false.</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>X</td></tr> <tr> <td>12 nurses said they were aware of the dosage discrepancy.</td><td></td><td>X</td></tr> <tr> <td>It was hospital policy to give orders over the phone.</td><td></td><td>X</td></tr> <tr> <td>The order was given to the nurse by an unfamiliar voice.</td><td>X</td><td></td></tr> </tbody> </table>	Statement	True	False	The study only used one hospital in the USA.		X	12 nurses said they were aware of the dosage discrepancy.		X	It was hospital policy to give orders over the phone.		X	The order was given to the nurse by an unfamiliar voice.	X		(4 AO1)
Statement	True	False															
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It was hospital policy to give orders over the phone.		X															
The order was given to the nurse by an unfamiliar voice.	X																

Question Number	Question	
13	<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>	
	Answer	Mark
	<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"> • Deep processing which is a form of elaborative rehearsal produces longer lasting memory traces / most effective for recall • The deepest level is semantic processing, and the shallowest is structural processing • Phonemic processing (what something sounds like eg does it rhyme with cat?) is the second most effective for recall • 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 • 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 • 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 <p>0 marks No rewardable material or just 1 LOP given (with no others mentioned) so ranking is not possible.</p> <p>1 mark A basic description of at least 1 LOP given (others have to be mentioned/named). Ranking may be incorrect or missing. OR All 3 LOP mentioned/named briefly and ranking is correct.</p> <p>2 marks Some appropriate description of at least 2 LOP giving either breadth or depth. Ranking may be incorrect or missing. OR Only 1 LOP in depth (others have to be mentioned) and ranking is correct.</p> <p>3 marks A good description of 3 LOP giving either breadth (all 3 LOP described with no elaboration) or depth (at least 1 elaborated, others have to be described). Ranking is correct.</p> <p>4 marks An accurate description of 3 LOP given with at least 2 expanded showing depth and breadth. Ranking is correct and effectively shown.</p> <p>Look for other suitable material</p>	(4 AO1)

Question Number	Question	
14(a)	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. Figures must be accurate to gain credit eg number of divers/number of words.</p> <ul style="list-style-type: none"> • The two environments being tested in Scotland were designed to be very different; land and under the sea/eq; • There were four conditions: dry learning-wet recall/ dry learning- dry recall/ wet learning- dry recall/ wet learning- wet recall/eq; • Participants were given word lists to learn of 36 unrelated words of two or three syllables chosen at random/eq; • The word lists were recorded on tape using two DUC devices so divers could hear the taped words and instructions/eq; • A practice session was used so divers could familiarise themselves with the procedure eg breathing pattern/eq; • The lists were presented twice, after the second presentation of the list, the divers heard 15 numbers/eq (1st mark) The numbers heard were written down in order to stop words staying in STM/eq; (2nd mark) • All participants experienced all four conditions (repeated measures) and there was at least 24 hours between each condition/eq; • They were also given a recognition test on the words to control for any disruptive change from land to sea and vice versa/eq; • 18 divers were on a diving holiday and locations changed each day/eq; <p>Look for other reasonable marking points.</p>	(4 AO1)

Question Number	Question	
14(b)	Evaluate Godden and Baddeley's (1975) study.	
	Answer	Mark
	<p>1 mark per point/elaboration.</p> <ul style="list-style-type: none"> • 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; • The sample was <i>small (18)</i> which may not be/is not <i>representative</i> of the population as a whole so cannot be <i>generalised</i>/eq; • The study has strong controls such as times of learning and intervals between conditions so is replicable and can be tested for reliability/eq; • 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; • Although it's unlikely the participants cheated, they were not seen during the learning and writing stage, so it may be possible/eq; • To counter this divers were in pairs and all were research scientists so cheating would have been less likely/eq; • The task lacks task validity/ mundane realism as the learning and recall of words underwater is not representative of everyday life, making the experiment artificial/eq; • 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; • 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; <p>Look for other reasonable marking points.</p>	<p>(5 AO2)</p>

Question Number	Question	
15	Using evidence from psychological research, evaluate the Social Identity Theory of prejudice.	
	Answer	Mark
	<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"> • 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; • However this particular study is a laboratory experiment which suffers from low ecological validity as it is carried out in an artificial setting/eq; • 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; • Realistic conflict can be seen in the Robbers Cave as when competition was introduced the prejudice between the boys got worse/eq; • 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; • 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; • Poppe and Linsen (1999) also found in group favouritism from eastern European countries towards other eastern European nations/eq; • 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; <p>Non evidence-based points - Max 2</p> <ul style="list-style-type: none"> • 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; • 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; • 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; <p>Look for other reasonable marking points.</p>	<p>(5 AO2)</p>

Question Number	Question	
16(a)	Choose one model/theory of memory other than Levels of Processing and outline two 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. If more than one model / two features mark all credit best.</p> <p>The whole response should both be considered before awarding marks. The two features must be clearly different in order to access full marks.</p> <p>NOTE 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>e.g. Multi Store model / Atkinson and Shiffrin (1968)</p> <p>eg MSM has 3 stores</p> <ul style="list-style-type: none"> • Information enters through the sensory register and is attended to or not/eq; • It then transfers to STM if selectively attended to/eq; • It stays in STM for up to 30 seconds and if rehearsed transfer to LTM/eq; <p>e.g. sensory register</p> <ul style="list-style-type: none"> • Receives information from the environment through our senses, which is then automatically stored for up to 2 seconds/eq; • Information in the store is in the same format as it is received – what is heard is stored as sound/eq; • All information goes in but only a small amount is attended to and then passed to STM, the rest is not registered/eq; <p>e.g. STM</p> <ul style="list-style-type: none"> • STM has a capacity of 7 ± 2 items and a duration of 15 – 30 seconds/eq; • Holds information in auditory form (by sound) but if not rehearsed is lost/eq; • Information that is rehearsed remains in STM long enough to be transferred to LTM/eq; <p>e.g. LTM</p> <ul style="list-style-type: none"> • Both capacity and duration are infinite so information can stay in LTM potentially forever/eq; • Information is held largely in semantic form but can also be acoustically or visually stored/eq; • Information is stored in the order in which it has been learnt mostly through repetition and organisation/eq; 	(4 AO1)

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

	<p>change the story to match existing stereotypes/eq;</p> <ul style="list-style-type: none"> • Other evidence from Carli (1999) that memories become more stereotyped following reproduction/eq; <p>e.g. schema/schemata</p> <ul style="list-style-type: none"> • Does have evidence from the WOTG where participants did change the story to match existing schemas/eq; • Memory does not appear to be distorted when we have a new experience as there are no existing schemas to distort it/eq; <p>e.g. confabulation</p> <ul style="list-style-type: none"> • Does have evidence from the WOTG where participants did add details to fill in gaps they did not understand/eq; • Has implications for EWT and how confabulation can make recall inaccurate/eq; <p>e.g. Working memory / Baddeley and Hitch (1974)</p> <p>e.g. central executive</p> <ul style="list-style-type: none"> • Out of all the components of working memory the least is known about the central executive/eq; • 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; <p>e.g. phonological loop</p> <ul style="list-style-type: none"> • Has evidence in that lists of words that sound similar are more difficult to remember than lists in which the words sound different/eq; • Expands on the MSM view that information in the STM is mainly auditory and is held as sound/eq; <p>e.g. visuospatial scratch pad</p> <ul style="list-style-type: none"> • 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; • 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; <p>(2 marks)</p> <p>e.g. episodic buffer</p> <ul style="list-style-type: none"> • 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; (2 marks) <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
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"> • Terrorists may believe they are the in group and categorise themselves as such at the expense of the anti terrorists (out group)/eq; • In identifying with one group they may have exaggerated differences with the other group e.g. uniform worn/eq; • This in group favouritism to their own country/cause may have led to discrimination in order to protect their own self esteem/eq; • Realistic conflict theory may suggest there is some competition (political/social) between the groups which leads to these atrocities/eq; • 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; • Those who commit these crimes are obeying (religious) leaders/authority figures as they are in an agentic state/eq; • There may be a diffusion of responsibility in that those committing atrocities may believe that those they are obeying will be ultimately responsible. (1st mark) Milgram found that participants were more likely to continue giving shocks as they knew responsibility lay with the experimenter and not themselves. (2nd mark)/eq; • 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; • Some people committing atrocities may not actually want to do these acts and may experience moral strain when doing so/eq; • Zimbardo found that acts such as these may be the product of the social situation and social roles given to them/eq; <p>Look for other reasonable marking points.</p>	(6 AO2)

Question Number	Question
18	<p>Psychologists collect both qualitative and quantitative data.</p> <p>Explain what is meant by qualitative and quantitative data and evaluate these types of data in terms of their strengths and weaknesses.</p> <p style="text-align: right;">(12 A03)</p>
	Indicative content
QWC i,ii,iii	<p>Refer to levels at the end of the indicative content.</p> <p>Appropriate answers might include the following knowledge points, but this list is not exhaustive.</p> <p>Explanation of qualitative and quantitative data</p> <ul style="list-style-type: none"> • Quantitative data is data that is expressed numerically and statistically • It is data that is more likely to be drawn from controlled situations such as laboratory experiments • E.g. Loftus and Palmer measured responses in terms of estimated speed • 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 • Qualitative data can be expressed in detailed descriptions/words/images • Participants can give answers in their own words with no formal measure • Qualitative data is more likely to be drawn from open questions/case studies/real world settings • E.g. testing whether someone is prejudice using a questionnaire using a series of in depth interviews to ascertain behaviour • 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 <p>Look for other reasonable marking points.</p> <p>Evaluation of qualitative and quantitative data</p> <ul style="list-style-type: none"> • Quantitative data may produce narrow, unrealistic information which only focuses on small fragments of behaviour • Quantitative data gives statistical data which can be further tested to see how far the results are due to chance • It can also be easily represented in graphs and charts for easier analysis than qualitative data • Quantitative data uses operationalised variables making it easier to repeat the study and thus check for reliability • It is viewed as more scientific and objective than qualitative data • Qualitative data is harder to replicate due to lack of control in methods so lacks replicability • Qualitative methods may produce more rich detailed type of information with access to emotions and feelings behind behaviour • Qualitative methods conducted in more natural circumstances tend to produce more ecologically valid data as they are real life situations

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