

Mark Scheme (Results)

Summer 2010

GCE

GCE Psychology (6PS01) Paper 01

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General Guidance on Marking

All candidates must receive the same treatment.

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

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

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

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

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

Using the mark scheme

The mark scheme gives:

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

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

Quality of Written Communication

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

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

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

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

Unit 1: Social and Cognitive Psychology

Section A

| Question Number | Question | |
|-----------------|------------------------------------------------------------------------------------------------------------|---------|
| 1 | The hypothesis which states there is no effect except that which occurs by chance is the _____ hypothesis. | |
| | Answer | Mark |
| | A. experimental B. alternate (alternative) C. null D. directional | (1 AO3) |

| Question Number | Question | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 2 | One measure of dispersion is the range. The usual way to calculate this is by | |
| | Answer | Mark |
| | A. adding up all the scores and dividing by the number of scores B. taking away the lowest score from the highest score C. putting all the scores in order and picking the middle one D. looking for the most frequent score | (1 AO3) |

| Question Number | Question | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 3 | Two researchers wanted to find out how hosting the Olympics would affect the country. One of the researchers is a large, muscular man and the other is a small, softly spoken woman. These _____ effects may influence how the participants respond. | |
| | Answer | Mark |
| | A. experimenter/investigator B. order C. participant/subject D. situational | (1 AO3) |

| Question Number | Question | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 4 | Data obtained from unstructured interviews may not be easy to analyse as they may be _____ and, therefore, _____ analysed. | |
| | Answer | Mark |
| | <p>A. quantitative; subjectively</p> <p>B. quantitative; objectively</p> <p>C. qualitative; subjectively</p> <p>D. qualitative; objectively</p> | (1 AO3) |

| Question Number | Question | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 5 | Which one of the following statements best illustrates validity? | |
| | Answer | Mark |
| | <p>A. Jade thinks she is very intelligent but her teachers disagree</p> <p>B. Simon took a personality test and his family agreed with the results</p> <p>C. Rose finds she revises best with music playing</p> <p>D. Rachel took her personality test twice and got the same score both times</p> | (1 AO3) |

| Question Number | Question | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 6 | Experiments can have an experimental condition and a control condition. Why is a control condition needed? | |
| | Answer | Mark |
| | <p>A. To rule out the influence of confounding variables.</p> <p>B. To practice the experiment on.</p> <p>C. To use as a comparison with the experimental condition.</p> <p>D. To balance the conditions so they are equal.</p> | (1 AO3) |

| Question Number | Question | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 7 | Lizzie believes that her colleague Somaya does not have the training to deal professionally with her research. Which ethical guideline is most likely to concern Lizzie? | |
| | Answer | Mark |
| | <p>A. Informed consent</p> <p>B. Deception</p> <p>C. Right to withdraw</p> <p>D. Competence</p> | (1 AO1) |

| Question Number | Question | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 8 | Phil's favourite football team is Sheffield United and he decides the only people that can come to his party must also be Sheffield United fans. What kind of behaviour is Phil showing? | |
| | Answer | Mark |
| | <p>A. In-group favouritism</p> <p>B. Out-group favouritism</p> <p>C. Social desirability</p> <p>D. Autonomous state</p> | (1 AO1) |

| Question Number | Question | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 9 | Helen is trying to convince Shaziyah that revising by making things meaningful is better than rote learning. Which theory is Helen talking about? | |
| | Answer | Mark |
| | <p>A. Levels of processing</p> <p>B. Agency</p> <p>C. Social identity</p> <p>D. Cue dependency</p> | (1 AO1) |

| Question Number | Question | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 10 | According to Agency theory a person is an autonomous state when | |
| | Answer | Mark |
| | <p>A. they see themselves as the agents of those in authority</p> <p>B. they have to do something they believe to be immoral</p> <p>C. They are free to act as they wish</p> <p>D. they do not feel responsible for their own actions</p> | (1 AO1) |

| Question Number | Question | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 11 | <p>Kelly is doing a first aid course at her local sixth form college but has to take her test in the college's drama studio because her normal classroom is being re-decorated. Kelly forgets most of the information she has learned.</p> <p>According to psychological theory, which of the following best explains Kelly's lack of recall?</p> | |
| | Answer | Mark |
| | <p>A. Kelly had a late night the night before</p> <p>B. Kelly missed lunch and she was hungry</p> <p>C. Kelly felt cold because the drama studio was not heated</p> <p>D. Kelly did not take the test in her normal classroom</p> | (1 AO1) |

Section B.

| Question Numbers | General Instructions |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 - 14 | Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated. |

| Question Number | Question | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 12 (a) | Outline the aim of Milgram's (1963) study. | |
| | Answer | Mark |
| | <p>No credit for 'variation' studies (general aims will fit both the 1963 and variations and so are creditable)</p> <p>e.g.</p> <ul style="list-style-type: none"> • To find out how far someone would go and obey an authority figure/eq; • To see if an ordinary person would follow orders even if it meant breaking their ethical code/eq; • To establish a baseline measure of how obedient naive participants would be when ordered to administer increasingly intense electric 'shocks' to an innocent victim/eq; (2 marks) • To test the idea that Germans were different when they carried out orders to persecute Jews during WWII/eq; <p>Look for other reasonable ways of expressing this answer.</p> | (2 AO1) |

| Question Number | Question | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 12 (b) | Outline two features of Milgram's (1963) study that might explain why the participants obeyed. | |
| | Answer | Mark |
| | <p>If more than two features are outlined mark all and credit the best two. 2 marks for a complete answer for each feature, 1 mark for a partial answer for each feature.</p> <p>Evidence from studies can gain credit as elaboration in so far as the evidence enhances understanding of a feature</p> <ul style="list-style-type: none"> • Buffers (e.g. the wall) prevented those who obey from being aware of the full impact of their actions /eq; • Held at Yale University, which is a prestigious university, so participants thought researchers were seen as experts and trustworthy (2 marks)/eq; • Generator switches only went up in small increments (15 volts), not a big jump, so participants found it easier to obey (2 marks)/eq; • Many participants asked whose responsibility it was if the learner was harmed and showed visible relief when the experimenter took responsibility (2 marks)/eq; • Prods/prompts such as "You must continue, the experiment requires that you continue" etc/eq; • The experimenter was seen as a legitimate authority figure in Milgram's study (1st mark) and he wore a grey lab coat to indicate his position (2nd marks) /eq; • They were in an agentic state and gave up their own free will to obey the authority figure/eq; • The cues in the experimental setting influenced the participants perceptions of what was required of them (demand characteristics)(1 mark) such as the setting of a prestigious university (2nd mark) /eq; <p>Look for other reasonable ways of expressing this answer.</p> | (4 AO1) |
| | | |

| Question Number | Question | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 12(c) | <p>Milgram's (1963) study is widely seen as unethical. However, there are many ways in which his study was ethical.</p> <p>Explain how Milgram's study could be seen as ethical.</p> | |
| | Answer | Mark |
| | <p>No credit for saying how the study was unethical No credit for saying 'no ethical guidelines at the time' as this does not make the study ethical Ignore informed consent but consent is acceptable if properly explained</p> <ul style="list-style-type: none"> • Milgram did not expect the participants to obey based on his initial survey of colleagues and students which suggested very few (only 1/1000) would go to 450v/eq; • All ps were debriefed and made aware learner was in fact safe (met Mr. Wallace afterwards)/eq; • Participants examined by psychiatrists a year after the experiment who found no harmful effects/eq; • In a follow up survey - most (84%) of participants said they were glad to have taken part in the experiment/eq; • No ethical problems as participants were not actually forced to do anything/eq; • Milgram said he did not think 'stress' was serious but 'momentary excitement'/eq; • A volunteer sample was used making it more ethical because all participants in this way gave consent to take part/eq; • Milgram was competent enough to carry out the study and had the necessary training to do this/eq; • Participants were told before the study started they could withdraw from the experiment and still keep the money/eq; • Technically participants could withdraw from the study despite the prompts/eq; <p>Look for other reasonable ways of expressing this answer.</p> | (4 AO2) |

| Question Number | Question | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 13 | <p>Each of the approaches in psychology has main features (underlying concepts) that define it.</p> <p>Describe one or more main features of the Cognitive Approach in psychology.</p> | |
| | Answer | Mark |
| | <p>1 mark per point/elaboration. MAXIMUM 1 ID MARK NO MATTER HOW MANY FEATURES/CONCEPTS ARE OFFERED.</p> <p>Max 1 for details (such as pure description) of models / theories / studies etc. wherever they appear in the answer</p> <p>Possible features include: Information processing; understanding of memory; understanding forgetting; experiments; computer analogy; There are others [including not on the spec such as perception, which are creditable if correct]</p> <p>[The following are not features as such but can be used as examples of features: Multi store model, levels of processing, eye witness testimony, cue dependency, interference, trace decay, reconstruction, repression and so on.]</p> <p>e.g.</p> <ul style="list-style-type: none"> • Information processing; (possible ID mark) • Similar to a computer we input information, process and provide an output/eq; • E.g. The multi-store model of memory receives, retains and recalls information from the memory stores/eq; • We received information directly from our senses/bottom-up processing/eq; <p>e.g.</p> <ul style="list-style-type: none"> • Understanding memory; (possible ID mark) • We encode , store and retrieve information which makes up our memory/eq; <p>e.g.</p> <ul style="list-style-type: none"> • Experiments are used; (possible ID mark) • There are 3 types of experiments with in the cognitive approach, laboratory, field and natural/eq; • Each of these has an IV and a DV and are normally designed to test a hypotheses/eq; • Laboratory experiments take place in an artificial setting and try to measure cause and effect between two variables/eq; <p>Look for other reasonable ways of expressing this answer.</p> | (4 AO1) |

| Question Number | Question | |
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| 14 | Describe the Levels of Processing model of memory. | |
| | Answer | Mark |
| | <p>One point per description unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available.</p> <p>No credit for Multi Store or other memory theories, theories of forgetting, or studies (e.g. Craik and Tulving)</p> <ul style="list-style-type: none"> • Memory is a consequence of how we process information/eq; • Information that is attended to on basis of how it looks is not very durable/eq; • Most durable information is that which has been attended to semantically/eq; • The theory 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/eq; (2 marks) • Deep processing which is a form of elaborative rehearsal produces longer lasting memory traces/eq; • The 3 levels of processing are: <ul style="list-style-type: none"> Structural → what something looks like Phonemic/phonetic → what something sounds like Semantic → what something means/eq; (2 marks) <p>WATCH OUT FOR APPROPRIATE EXPANSION/ELABORATION OF ONE OR MORE OF THE THREE LEVELS OF PROCESSING AS AN EXPANDED POINT COULD BE CREDITED SEPARATELY</p> <p>Look for other reasonable marking points.</p> | (5 A01) |

| Question Number | Question | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 15 (a)(i) | <p>You want to investigate gender differences in speed of texting on mobiles and to see who are the fastest, males or females. Cognitive psychology would suggest you use a laboratory experiment for this kind of investigation.</p> <p>Identify the independent variable (IV) and the dependent variable (DV) in this case.</p> | |
| | Answer | Mark |
| | <ul style="list-style-type: none"> • the IV is whether the participant is male or female/which gender/eq; • the DV is the speed of texting/how fast they text/eq; <p>If candidate has mixed them up but clearly indicated with arrows etc this is the case then full marks can be given</p> <p>No credit for aim or hypotheses</p> <p>REJECT one word answers such as 'gender' or 'texting'</p> <p>Look for other reasonable marking points</p> | (2 AO3) |

| Question Number | Question | |
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| 15 (a)(ii) | <p>Write a plan showing how you would go about your investigation. In your plan you may wish to include:</p> <ul style="list-style-type: none"> • Sampling • Procedure • Controls | |
| | Answer | Mark |
| | <p>The plan must relate to the study outlined in the question. Ignore underdeveloped lists or suggestions that are not viable. One mark for each comment that moves the plan forward. Max 2 marks for ethical considerations but no credit for unethical suggestions.</p> <p>Refer to levels at the end of the question</p> <p>e.g.</p> <ul style="list-style-type: none"> • advertise for participants (volunteer sample) to take part and obtain their informed consent/eq; • find as many ps as you can at any opportune moment such as from the college canteen (opportunity sampling) • a suitable experimental environment would need to be found to prepare the experimental conditions such as a classroom/eq; • The design would be independent measures/groups or matched pairs/eq; • The apparatus would need to include similar phones with standardised buttons and working stopwatches/eq; • After being presented with standardised instructions participants would be individually timed on a texting task given, males and females taking turns in the running order/eq; • In order to avoid distractions (cheering etc) each participant will be tested individually in the classroom alone/eq; • Make sure all phones have full battery and are similar as possible across both males and females/eq; • This could even mean providing the same phone to each participant and testing them individually to ensure parity/eq; <p>0 marks No rewardable material</p> <p>1 mark A basic plan with a brief outline addressing one or more relevant points.</p> <p>2 marks Answer shows a viable plan which is appropriate to the investigation with some elaboration of points. Some omissions means the examiner could repeat some of what's in the plan.</p> <p>3 marks Answer shows a clear viable plan which is appropriate to the investigation with good elaboration of points. The odd omission means the examiner could repeat most of what's in the plan.</p> <p>4 marks Answer shows a clear viable plan which is appropriate to the investigation with excellent elaboration of points. The examiner could repeat all steps in the plan, which moves forward with each suggestion.</p> <p>Look for other reasonable marking points</p> | (4 AO3) |

| Question Number | Question | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 15(b) (i) | Outline one strength of a laboratory experiment. | |
| | Answer | Mark |
| | <p>If more than one strength mark all and credit the best</p> <ul style="list-style-type: none"> Laboratory experiments have greater control over extraneous variables which makes them easier to replicate and test for reliability of results/eq; (2 marks) Extraneous variables can be controlled/eq; The environment in which the experiment takes place is controlled/eq; They can reduce the influence of confounding variables to try and ensure the only variable affecting the DV is the IV (cause and effect)/eq; (2 marks) <p>Look for other reasonable marking points.</p> | (2 A03) |

| Question Number | Question | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 15(b) (ii) | Outline one weakness of a laboratory experiment | |
| | Answer | Mark |
| | <p>If more than one weakness mark all and credit the best</p> <ul style="list-style-type: none"> Laboratory experiments are not carried out in a natural setting this means they suffer from low ecological validity/eq; (2 marks) Laboratory experiments are low in ecological validity/eq; Laboratory experiments suffer from demand characteristics; (1 mark) where ps may give answers in order to please the experimenter/eq; (2nd mark) <p>Look for other reasonable marking points.</p> | (2 A03) |

| Question Number | Question | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------|---------|
| (b) (iii) | You will have studied two other types of experiment apart from laboratory experiments. Name these two types of experiment. | |
| | Answer | Mark |
| | <p>If more than one word/answer given per line then mark the first answer given</p> <p>Field; Natural / Quasi;</p> | (2 A03) |

| Question Numbers | General Instructions |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated. |

| | Question | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 16 | <p>Ethnic cleansing is a term used to describe the removal of one ethnic group, usually by force, from a particular area by another ethnic group. Imagine a country where two groups of people have lived together peacefully for many years but are now in conflict, with one group wanting to remove the other group.</p> <p>Use your understanding of prejudice and obedience to explain this example of ethnic cleansing.</p> | |
| | Answer | Mark |
| | <p>Read through the whole answer first for reference to the source/ethnic cleansing/they/the group/etc. If mention made once (or more) full marks can be accessed. If no reference made max 2 (if relevant)</p> <p>1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point. Examples of research can be credited as support for explanation(s). Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available.</p> <p>No credit for deindividuation, conformity, crowd behaviour etc - all marks have to relate to obedience and/or prejudice</p> <p>This is an A02 question marks cannot be given for simply summarising a theory/study of prejudice / obedience if this is the case MAX 2</p> <p>Possible material includes: social categorisation; social identification; social comparison; agency theory; social power; charismatic leadership; authoritarian personality; realistic conflict; e.g.</p> <ul style="list-style-type: none"> • Groups may use stereotyping through the ABC model (affective, behavioural cognitive elements of prejudice)/eq; • They may have categorised themselves as different to the other ethnic group based on skin colour/race/beliefs etc/eq; • SIT suggests we may put others down in order to raise our own self esteem/eq; • They may have believed themselves to be similar to their own in group rather than to the outsiders/out group/eq; • Thus in group favouritism may have led to discrimination in order to protect their own self esteem/eq; • Realistic conflict may occur competition for resources/eq; • E.g. Sherif found that boys went against each other when in competition/eq; • They may have been ordered by someone in a position of authority to carry out tasks they believed they had to do/eq; • One or both ethnic groups may be acting in an agentic state and showing destructive obedience/eq; • A charismatic leader may persuade people to act against their individual wishes leading to moral strain/eq; <p>Look for other reasonable marking points.</p> | <p>(6 A02)</p> |

| Question Number | Question |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17 | Describe and evaluate Godden and Baddeley's (1975) study of cue dependent forgetting. |
| | Indicative content |
| QWC i,ii,iii | <p data-bbox="276 374 1444 407">Refer to levels at the end of the indicative content.</p> <p data-bbox="276 441 1444 497">Appropriate answers might include the following knowledge/evaluation points, but this list is not exhaustive.</p> <p data-bbox="276 530 1444 564">Ignore pure description of cue dependency theory</p> <p data-bbox="276 598 1444 631">Description</p> <ul data-bbox="323 665 1444 1292" style="list-style-type: none"> • To see whether words would be recalled better in the same environment or in a very different environment/eq; • To investigate whether a natural environment can act as a cue for recall/eq; • 18 participants were given word lists to learn which were made up of 38 unrelated two or three syllable words/eq; • The words were presented either on the beach or 15 feet under the sea/eq; • Participants then had to recall the words in one of four conditions which they were randomly allocated to/eq; • Condition 1: learn and recall on the beach; Condition 2: learn and recall underwater; Condition 3: learn on the beach and recall underwater Condition 4: learn underwater and recall on the beach/eq; • Recall was about 50% higher when it took place in the same environment as learning/eq; • 40% more words were forgotten if recall was in a different environment from where learned/eq; • The mean number of words recalled in condition 1 = 13.5; Condition 2 = 11.4; condition 3 = 8.6 and condition 4 was 8.4/eq; • The study demonstrates how the environment can act as a contextual cue for learning/eq; <p data-bbox="276 1303 1444 1337">Look for other reasonable issues/description</p> <p data-bbox="276 1370 1444 1404">Evaluation</p> <ul data-bbox="323 1438 1444 1986" style="list-style-type: none"> • The study took place in a real life setting and so has greater ecological validity than laboratory research/eq; • However the procedure in learning unrelated words is not an everyday task and so lacks mundane realism/eq; • The study's conclusions have been reinforced by the findings of others e.g. Abernathy who found that learning and recall in the same classroom improves memory/eq; • The study has practical applications for education advising students to improve recall by reinstating the learning context for exams/eq; • It can also be used to help police investigations by getting them to interview witnesses in the same environment to the event they saw/eq; • There was a lack of control over some of the procedure such as equipment failure which could have effected the results/eq; • This lack of control such as over weather conditions makes it improbable the study could be replicated and get the same results/eq; • The sample were all from the same diving club which might affect generalisability/eq; <p data-bbox="276 1998 1444 2031">Look for other reasonable evaluation issues/comments.</p> |

| Level | Mark | Descriptor |
|---------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>A01: Knowledge and understanding of Godden and Baddeley's study of cue dependent forgetting</p> <p>A02: Application/evaluation of knowledge and understanding of Godden and Baddeley's study of cue dependent forgetting.</p> |
| | 0 | No rewardable material |
| Level 1 | 1-3 marks | <p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Description is brief and limited • 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>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> • Description will include basic procedure and at least one of aim, results, conclusion(s) • 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 <i>both of the injunctions</i> in the question well.</p> <ul style="list-style-type: none"> • Description will have breadth and/or depth (is likely to include procedure and at least two from aims, results, conclusions) • Evaluation will give either breadth or depth <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 <i>both of the injunctions</i> in the question very well.</p> <ul style="list-style-type: none"> • Description will have breadth and depth (is likely to include aims, procedure, results, conclusion(s)) • Evaluation will be thorough and broad (such as refers to both methodological and application to real life) <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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