

Question 1

- 0 2** Using your knowledge of minority influence processes, explain **two** ways in which Samina could convince the other students in the debating society to agree with her.

[4 marks]

Marks for this question: AO2 = 4

For **each** way award marks as follows:

2 marks for a clear, coherent explanation with some elaborated application.

1 mark for a limited, muddled explanation.

Possible content:

- Samina could demonstrate consistency by not deviating from her view that drugs should not be legalised – she could point out that this is a view she has held for many years
- Samina could demonstrate commitment by defending her view that drugs should not be legalised through some personal investment – for instance, offering to speak in assembly about the dangers of drugs. This will draw more attention to her case (augmentation principle)
- Samina should demonstrate flexibility by adapting her view/accepting other valid counterarguments. Perhaps some 'softer' drugs could be decriminalised, rather than legalised
- over time, the rest of the debating society may become 'converted' (snowball effect) – for example, if Samina makes her case particularly well
- credit other valid points, eg persistence, confidence.

There are **no marks** for simply listing, eg consistency, commitment, flexibility.

If more than two ways are presented the best two should be credited.

Question 2

0 1

Outline informational social influence as an explanation for conformity.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear, coherent and detailed outline of informational social influence as an explanation for conformity, using appropriate terminology.

2 marks for a less detailed outline.

1 mark for a muddled or limited outline.

Possible content:

- going along with the majority through acceptance of new information
- occurs because of a desire to be right/correct
- occurs in ambiguous/difficult/novel situations
- conforming for cognitive reasons
- leads to internalisation
- a permanent change in view/behaviour.

Credit other relevant content including the use of examples to illustrate informational social influence.

Question 3

0 2 Use your knowledge of conformity to explain Charlie's behaviour.

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application of knowledge of conformity is clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	There is some appropriate application of knowledge of conformity. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	There is limited application of knowledge of conformity. The answer, as a whole, lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Charlie may be conforming due to normative social influence – his decision to wear his jumper inside-out is motivated by a desire to fit in with the group and avoid being isolated. This pressure may be felt particularly keenly as he is new to the school (and presumably may not have many other friends).
- Charlie may be demonstrating compliance – his 'worrying' suggests that he is conflicted, but decides to wear his jumper inside-out (publicly) even though, internally, he may not agree with the behaviour
- Charlie may be demonstrating identification – the fact that he thinks the boys are 'cool', values the group membership and displays group behaviour

Credit other relevant application points, eg external locus of control; group size and unanimity (lack of an ally); research studies can be credited if they are clearly linked to the scenario

No explicit application to the scenario **maximum** of 1 mark

Note: that it would be difficult to make a case for internalisation/informational social influence in this scenario, but students may be awarded credit if they do.

Question 4

0 3 Use **one** possible explanation of resistance to social influence to explain why this happened. **[4 marks]**

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application of knowledge of one explanation of resistance to social influence is effective. There is appropriate use of terminology.
1	1–2	Application of knowledge of one explanation of resistance to social influence is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

Social support:

- disobedience/resistance/defiance is more likely to occur in the presence of others who are disobeying/disobedient role models
- 'some students' suggests there was more than one who did not complete the work
- this would have given others more confidence to ignore the teacher's instructions
- social support is associated with diffusion of responsibility/the more people who disobey the less severe the consequences are likely to be – the students may have reasoned that the more of them who disobey, the less likely they are to be in trouble
- credit use of evidence to support explanation/application, eg Milgram – two confederates-one naive participant variation.

Locus of control:

- disobedience/resistance/defiance is more likely to occur in those who have an internal locus of control
- the students who disobeyed the instructions may all have had this personality trait in common
- this meant they relied on their own judgement of whether to complete the work, rather than the teacher's
- credit use of evidence to support explanation/application, eg Holland – 37% of internals refused to continue to maximum shock level.

Credit other relevant application eg situational factors such as proximity and location; legitimacy of Authority; external locus of control if fully justified as an explanation of resistance to social influence.

No credit for simply naming an explanation.

If no application, maximum of **one** mark.

Question 5

0 2 Using your knowledge of obedience research, explain possible reasons why the students failed to obey their teacher.

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application as to why the students fail to obey is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	There is some effective application as to why the students fail to obey. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	There is limited application as to why the students fail to obey. The answer, as a whole, lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- social support/disobedient role models/diffusion of responsibility – Tanya and Natasha have support from each other which gives them the confidence to disobey/defy Mr Boat
- proximity of the authority figure – Mr Boat is at the far end of a queue/relatively far away so disobedience/defiance is more likely
- (lack of) legitimacy of the setting/order/system – Mr Boat and the students are not at school and so the order lacks legitimacy in this setting (the supermarket), Mr Boat is not wearing his work clothes, making disobedience/defiance more likely
- use of evidence as application and/or other valid points, eg Natasha and Tanya are in an autonomous, rather than agentic, state.
- dispositional factors eg. Natasha and/or Tanya have an internal locus of control so disobey Mr Boat

Credit other relevant application points.

No explicit application to the scenario **maximum** of 1 mark

Question 6

0 7 Suggest **two** cognitive interview techniques that could be used to improve participants' recall of the film.

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Suggestion of how two cognitive interview techniques might improve recall is clear, accurate and coherent. There is appropriate use of terminology.
1	1–2	Suggestion of how two cognitive interview techniques might improve recall is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR one technique at Level 1/2
	0	No relevant content.

Possible content:

- the participants could have been asked to report every detail; elaboration might refer to eg the colour of the cars, even if seemingly irrelevant, or how this technique might trigger additional information
- the participants could have been asked to recall the events in a different order; elaboration might refer to starting eg from the point of impact to the start of the film, or how this technique might have disrupted the influence of schema/expectations
- the participants could have been asked to recall the event from the perspective of others; elaboration might refer to eg the driver of one of the cars, or how this technique might disrupt the influence of schema/expectations
- the participants could have been encouraged to mentally reinstate the context; elaboration might refer to eg being reminded of the weather and the general environment, or how this technique might trigger recall. Credit reference to the encoding specificity principle.

Credit other relevant suggestions eg strategies from the enhanced cognitive interview.

Simply naming two techniques, maximum **one** mark. Naming one technique is not creditworthy.

Question 7

0 8 Using an example, explain what is meant by retroactive interference.

[3 marks]

Marks for this question: AO1 = 3

2 marks for a clear, elaborated explanation of retroactive interference.

1 mark for a limited or muddled explanation.

Possible content:

- when new/recently stored information disrupts/affects the recall of old/previously stored information
- more likely if competing information is similar.

Plus

1 mark for an appropriate example.

Question 8

1 2

Describe and evaluate the working memory model.

[8 marks]

Marks for this question: AO1 = 4, AO3 = 4

Level	Marks	Description
4	7–8	Knowledge of the working memory model is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5–6	Knowledge of the working memory model is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3–4	Limited knowledge of the working memory model is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of the working memory model is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- version of STM which sees this store as an active processor
- description of central executive/visuo-spatial scratch/sketch pad; phonological store/loop; articulatory loop/control process; primary acoustic store; episodic buffer (versions vary – not all systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources/divided attention/dual-task performance.

Credit other relevant content.

Possible evaluation points:

- use of evidence to support or refute the model
- explains how cognitive processes interact
- memory is active rather than passive
- provides explanation/treatments for processing deficits
- highlights different memory tasks that STM can deal with by identifying separate components
- explains results of dual task studies
- vague, untestable nature of the central executive
- supported by highly controlled lab studies which may undermine the validity of the model
- comparison/contrast with alternative models of memory is creditworthy, but description, eg of MSM is not.

Credit other relevant evaluation.

Only credit evaluation of the methodology used in studies when made relevant to the model.

Question 9

0 5

Which type of long-term memory would be most associated with the following?

Write the correct type of long-term memory in the spaces provided.

0 5 . 1

Stored with reference to contextual information, eg time and place.

[1 mark]

Marks for this question: AO1 = 1

Episodic

0 5 . 2

Difficult to describe in words.

[1 mark]

Marks for this question: AO1 = 1

Procedural

0 5 . 3

Knowing the meaning of a word.

[1 mark]

Marks for this question: AO1 = 1

Semantic

Question 10

- 0 9** Discuss the effect of post-event discussion on the accuracy of eyewitness testimony. Refer to the information above in your answer.

[8 marks]

Marks for this question: AO1 = 3, AO2 = 2, AO3 = 3

Level	Marks	Description
4	7–8	Knowledge of post-event discussion is accurate with some detail. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of post-event discussion is evident but there are occasional inaccuracies/omissions. There is some appropriate application/effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of post-event discussion is present. Focus is mainly on description. Any application/discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of post-event discussion is very limited. Application/discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- witnesses may discuss what they have seen (with co-witnesses or other people)
- this may lead to contamination of memory/unreliable recall/false memory/confabulation reducing the accuracy of eyewitness testimony
- knowledge of relevant research studies
- conformity effect – witnesses copy others' accounts to win social approval
- source monitoring – distortion of memory occurs when alternative accounts are heard, creating confusion).

Possible application:

- 'I'm not sure we're going to be able to use her statement...', suggests that contamination of memory has occurred/the account is unreliable
- '...may have just been repeating what she heard from other witnesses', suggests post-event discussion has occurred
- the witness is unsure whether her account is genuine – source monitoring/confusion.

Possible discussion:

- use of evidence to support or refute the explanation, eg Gabbert et al (2003) – 71% of participants mistakenly recalled aspects of an event they had picked up in a discussion
- effects of post-event discussion can be reduced if participants are warned of the effects, eg Bodner et al (2009)
- difficulty in distinguishing between explanations
- comparison with alternative factors, eg leading questions, anxiety.

Credit other relevant material.

Question 11

1 0 Outline **one** example of cultural variation in attachment.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline with some elaboration.

1 mark for a limited or muddled outline.

Possible content:

- higher rates of anxious/insecure-avoidant attachments among German infants (mothers encourage independence)
- higher rates of anxious/insecure-resistant attachments in collectivist cultures, eg Japan (Van Ijzendoorn and Kroonenberg, 1988)
- lower rates of secure attachment and higher rates of anxious/insecure-avoidant in Italian study attributed to long working hours (Simonelli, 2014)
- details of comparison between US and Korean children (Kyoung, 2005)
- high rates of anxious/insecure-resistant attachments in Israeli children reflects difference in childrearing practices (Sagi et al, 1995).

Credit other valid content eg sub-cultural variation (class, regional etc).

There are various other routes to elaboration e.g. names of countries, detail of percentages, reference to studies.

A statement that secure attachment is most common in most countries is not creditworthy.

Question 12

1 5

Briefly explain **one** economic implication of the findings of research into the role of the father in attachment.

[2 marks]

Marks for this question AO1 = 2

2 marks for a clear and coherent explanation of an implication of the findings of research into the role of the father.

1 mark for a muddled/limited explanation.

Possible content:

- increasingly fathers remain at home and therefore contribute less to the economy consequently more mothers may return to work and contribute more to the economy
- changing laws on paternity leave/shared parental leave – government-funded so affects the economy; impact upon employers
- gender pay gap may be reduced if parental roles are regarded as more equal
- early attachment research, eg Bowlby suggests fathers should provide an economic rather than an emotional function.

Accept other relevant points.

Answers may refer to personal/household or national/global economy.

Answers that focus on the economic costs of doing research into the role of the father are not creditable.

Question 13

- 1 2** Outline Lorenz's **and** Harlow's animal studies of attachment. Discuss what these studies might tell us about human attachment.

[16 marks]

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

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

Possible content:

- Lorenz's procedure and findings – goose eggs randomly divided; half hatched with the mother present (in natural environment); half in an incubator with Lorenz present; behaviour recorded; incubator group followed Lorenz, control group followed the mother; concepts of imprinting and critical period
- Harlow's procedure and findings – in a controlled environment, infant monkeys reared with two mother surrogates; plain wire mother dispensing food, cloth-covered mother with no food; time spent with each mother was recorded; details of fear conditions; long-term effects recorded: sociability, relationship to offspring, etc; preference for contact comfort over food; long-term effects on sociability and own childrearing style
- credit also references to Lorenz's work of sexual behaviour/imprinting.

Possible discussion points:

- problems of generalising findings from animal studies to humans – argument that, of the two, Harlow's study (mammalian species) may be more relevant to human experience
- implications of imprinting/critical period for human attachment (Lorenz) – 'window of opportunity' in which attachments must be formed otherwise this may lead to negative long-term consequences (credit reference to Bowlby's work in this context, eg maternal deprivation)
- implications of early neglect (Harlow) – long-term consequences of poor attachment in childhood for future relationships, eg with own children (again, credit reference to Bowlby in this context – internal working model)
- argument that the critical period may be more of a 'sensitive period' in humans as studies have demonstrated how children have been able to recover from early deprivation, eg Romanian orphan studies
- practical value of research, eg for social work, identifying risk factors in vulnerable children
- implications for theories of attachment, eg Harlow's suggestion that contact comfort/sensitive responsiveness is more important than food contradicts learning theory
- support from human studies, eg Schaffer and Emerson Glasgow study supports the idea that responsiveness may be more important than food.

Only credit ethical issues if made relevant to discussion of human attachment.

Question 14

1 3

Explain the role of the internal working model in Bowlby's monotropic theory of attachment.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Explanation of the internal working model in Bowlby's monotropic theory of attachment is clear and has some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Explanation of the internal working model in Bowlby's monotropic theory of attachment is evident but lacks clarity and/or detail. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- attachment to primary caregiver provides a child with a schema/understanding of relationships (Bowlby)
- the model represents/gives a mental view/template of relationship with primary figure and acts as a template for future relationships (continuity hypothesis)
- someone with a positive internal working model will become a consistent/sensitive/responsive caregiver; someone with a negative internal working model will become inconsistent in caregiving or neglectful
- credit knowledge and research into the consequence of the internal working model on later childhood/adult relationships/bullying behaviour/parenting styles, eg McCarthy 1999; Myron-Wilson & Smith 1989; Hazan & Shaver 1987; Bailey et al., 2007.

Credit other relevant content.

Question 15

1 5 How would the two-process model of phobias explain Ken's fear of dogs?

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application of knowledge of the two-process model to the phobia of dogs is clear and generally well detailed. The answer is generally coherent with appropriate use of terminology.
2	3–4	Application of knowledge of the two-process model to the phobia of dogs is evident. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	Application of knowledge of the two-process model to the phobia of dogs is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content/application:

- Ken's phobia has developed through classical conditioning i.e. by association
- The pain or shock of breaking his arm/being knocked over by the dog was an unconditioned stimulus producing fear, an unconditioned response
- The dog is associated with pain/shock as they occur together in time
- the dog/Prince is a neutral stimulus which becomes a conditioned stimulus producing a fear of dogs as a conditioned response
- the conditioned response is generalised to all dogs
- Ken's phobia is maintained through operant conditioning
- the behaviour of avoiding dogs is negatively reinforced through the relief it brings.

Credit other relevant material – including reference to a classical conditioning diagram applied to the scenario

Note:

- If only one aspect of the two-process model is applied maximum 3 marks
- Two process model (classical and operant conditioning) without application to the scenario, maximum 1 mark

Question 16

1 7 Describe the biological approach to treating obsessive-compulsive disorder (OCD). **[4 marks]**

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Knowledge of the biological approach to treating OCD is clear and detailed. The answer is generally coherent with effective use of specialist terminology.
1	1–2	Knowledge of the biological approach to treating OCD is limited or muddled. Specialist terminology is not always used appropriately or is absent.
	0	No relevant content.

Possible content:

- use of drug therapy to 'correct' imbalance of neurochemicals, eg serotonin, to reduce symptoms associated with OCD
- SSRIs – prevent the reabsorption and breakdown of serotonin in the brain, continue to stimulate the postsynaptic neuron
- timescale – 3–4 months of daily use for SSRIs to impact upon symptoms
- alternatives to SSRIs – tricyclics, SNRIs
- other drugs – benzodiazepines for general relaxation and reduction of anxiety

Credit other valid points.

Question 17

- 1 6** Ellis proposed an ABC model of depression. Outline and evaluate the ABC model of depression. Refer to this diary extract in your answer.

[8 marks]

Marks for this question: AO1 = 3, AO2 = 2, AO3 = 3

Level	Marks	Description
4	7–8	Knowledge of the ABC model is accurate with some detail. Application is effective. Evaluation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of the ABC model is evident but there are occasional inaccuracies/omissions. There is some effective application and/or evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of the ABC model is present. Focus is mainly on description. If application/evaluation is present it is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of the ABC model is very limited. If application/evaluation is present it is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- knowledge of the ABC model – activating event; beliefs, which are irrational; consequence – anxiety and depression
- examples of irrational beliefs, eg musterbation, utopianism.

Accept other valid points.

Possible application:

- activating event – dropping change at the till
- examples of irrational beliefs – ‘they all knew I was useless’, ‘no-one else does such stupid things’
- consequence – continued cycle of depression, eg I’ll never leave the house again.

Accept other valid points.

Possible evaluation:

- use of evidence to support/contradict the ABC model, eg Alloy et al
- practical application to therapy – REBT and the ABCDE model
- the link between cognitions and depression may be correlational, not causal
- the ABC model best describes reactive, rather than endogenous depression
- comparison with alternatives, eg Beck’s model, biological modes of depression.

Accept other valid points.

Question 18

1 2 Evaluate the failure to function adequately definition of abnormality.

[5 marks]

Mark for this question: AO3 = 5

Level	Marks	Description
3	4–5	The evaluation of failure to function adequately is clear and generally detailed. The answer is generally coherent with appropriate use of terminology
2	2–3	The evaluation of failure to function adequately is evident. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1	The evaluation of failure to function adequately is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible evaluation:

- recognises the patient's perspective/experience is important in defining abnormality
- provides a threshold for professional help for those who need it most
- failure to function may be a normal reaction to a traumatic event, eg a bereavement
- can rely on a subjective assessment (though there have been attempts to make judgements more objective, eg Global Assessment of Functioning)
- can use more objective measures of failing to function adequately eg. poor attendance data at school/work
- some people appear to function perfectly normally despite being seriously ill/disturbed, eg Harold Shipman; some depressed patients
- overlap/comparison with other definitions, eg deviation from social norms.

Credit other valid points.