

AO2 Scenario Qs – Mark Scheme

Plan your answers to include AO2 comments.

A student showed participants a film of a car accident. After watching the film, each participant was asked to write down what they had seen. The student was surprised to see that the descriptions of the accident were quite different.

The student's psychology teacher suggested that the participants' recall might be improved by using cognitive interview techniques.

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

[4 marks]

Marks for this question: AO2 = 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 e.g. 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 e.g. 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 e.g. strategies from the enhanced cognitive interview.

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

Danielle was walking down the high street when she witnessed a crime. A young man attacked an elderly woman. After a struggle, the man ran away with the woman's handbag. Danielle and another couple of witnesses stayed with the woman until the police arrived.

Explain how the police could use the cognitive interview to help Danielle's recall of the event.

[6 marks]

Marks for this question: AO2 = 6

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

Possible content:

- Danielle is encouraged to mentally reinstate the context, reminded of, eg why she was walking down the high street, the weather etc as this may trigger further information (reinstate the context)
- Danielle should be asked to report every detail even if it seems irrelevant, eg what the attacker was wearing, the style of the handbag etc (report everything)
- Danielle should be asked to recall the event in a different order, eg beginning from when she comforted the elderly woman and working backwards (changing order)
- Danielle should recall the event from the perspective of others, eg the couple of other witnesses who were present at the time (changing perspective)
- credit features of enhanced cognitive interview to facilitate recall if applied to Danielle's experience.

Credit other valid applications.

Answers may cover fewer points in more depth or more points in less depth.

Examiner Comment:

Question 09 (6 marks)

Most students demonstrated clear understanding of the principles behind the cognitive interview, but failed to apply it appropriately 'to help Danielle's recall of the event'; this required reference to details of the situation provided in the stem.

Anca is an orphan who has recently been adopted by a British couple. Before being adopted, Anca lived in an institution with lots of other children in very poor conditions. Her new parents are understandably concerned about how Anca's early experiences may affect her in the future.

Use your knowledge of the effects of institutionalisation to advise Anca's new parents about what to expect.

[5 marks]

Marks for this question: AO2 = 5

Level	Marks	Description
3	4–5	The advice about what Anca's parents should expect is clear and appropriate and demonstrates knowledge of effects of institutionalisation. The answer is generally coherent with appropriate use of terminology.
2	2–3	The advice about what Anca's parents should expect is evident but lacks clarity. Some evidence of relevant knowledge of effects of institutionalisation. Terminology is used appropriately on occasions.
1	1	Very brief or muddled advice and/or limited knowledge of the effects of institutionalisation.
	0	No relevant content

Possible effects/application:

- delayed intellectual development/low IQ/problems with concentration – Anca may struggle more at school than other children/may not learn new behaviours, concepts as quickly
- disinhibited attachment – Anca may not know what counts as 'appropriate' behaviour towards strangers
- emotional development – Anca may experience more temper tantrums, etc.
- lack of internal working model – Anca may have difficulty interacting with peers, forming close relationships, etc.
- quasi-autism – Anca may have a problem understanding the meaning of social contexts, may display obsessional behaviour, etc.
- credit the idea that Anca may have been adopted before the age of 6 months and therefore any effects may not be as severe/long term had she been adopted later.
- credit the suggestion that effects may be reversed with sensitive parenting.

Credit other valid effects/applications.

Examiner Comment:

Question 15

Answers to this question showed reasonable awareness of the effects of institutionalisation, in terms of intellectual and emotional development, disinhibited attachment, lack of an internal working model for relationships, etc. However a common weakness was a failure to structure the material around advice to Anca's new parents, preventing access to the top level. There were some very sophisticated answers that considered the age of adoption as a critical variable. There is historical research, still relevant, that used terms such as 'mental retardation', and this phrase was quoted quite often. In the specific context of a particular historical research study this is acceptable, but as a general and contemporary description of the effects of institutionalisation it is not. Alternatives such as 'intellectual delay' should be used instead.

Max has a phobia of the sea. On a family holiday as a child, he was carried away by the tide and had to be rescued by a lifeguard. Now he has a family of his own, Max refuses to go on beach holidays.

Discuss the two-process model of phobias. Refer to Max's phobia of the sea in your answer.

[16 marks]

Marks for this question: AO1 = 6, AO2 = 4, AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of the two-process model is accurate and generally well detailed. 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	9–12	Knowledge of the two-process model is evident but there are occasional inaccuracies/omissions. Application and/or 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 the two-process model is present. Focus is mainly on description. Any discussion and/or application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of the two-process model is very limited. Discussion and/or application 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:

- development of phobia through classical conditioning – association of fear/anxiety with neutral stimulus to produce conditioned response; assumes experience of traumatic event; generalisation of fear to other similar objects; one trial learning
- maintenance of fear through operant conditioning – avoidance of phobic object/situation is negatively reinforcing; relief as reward/primary reinforcer.

Accept other valid points.

Possible application:

- Max's phobia has developed through classical conditioning – association formed between the neutral stimulus (sea) and the fearful event (being carried away by the tide)
- the conditioned response is triggered every time Max is near the sea
- phobia has generalised to all 'beach holidays'
- phobia is maintained through operant conditioning – avoidance of fear is reinforcing, so Max avoids the beach.

Possible discussion:

- use of evidence to support/contradict the two-process model, eg Watson and Rayner, DiNardo et al
- not all phobias are the result of trauma
- alternative evolutionary explanations for more common phobias, eg preparedness
- behavioural approach ignores cognitive aspects of phobias
- alternative explanations for avoidance, eg safety
- behavioural principles underpin therapies based on counterconditioning, eg systematic desensitisation.

Accept other valid points. Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanations.

Examiner Report:

Question 16 (16 marks)

This question provided the greatest range of answers. At the top end there was impressive and accurate knowledge of the two-process model, with clear distinctions between classical and operant conditioning. Application to Max was usually accurate. Evaluation was varied, from Pavlov's dogs, Little Albert, alternative biological/evolutionary explanations, studies on the link (or not) between phobias and traumatic experiences, and therapies based on the two-process model. Weaker answers were unclear on the distinction between operant and classical conditioning and failed to apply them effectively to Max's situation. A number of essays referred e.g. to Little Albert or to systematic desensitisation without detailing their specific relevance to the two-process model.

Julia complains that her baby is sleeping all day and keeping her awake all night.

Using your knowledge of research into exogenous zeitgebers, discuss what Julia could do to encourage her baby to sleep more at night.

[8 marks]

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

Level	Marks	Description
4	7 - 8	Knowledge of research into exogenous zeitgebers is accurate with some detail. Application to Julia's baby is effective. Discussion is 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 research into exogenous zeitgebers is evident but there are occasional inaccuracies/omissions. Application and/or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3 - 4	Limited knowledge of research into exogenous zeitgebers is present. Focus is mainly on description. Any discussion/application 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 research into exogenous zeitgebers is very limited. Discussion/application 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:

- external cues act as zeitgebers (Klein and Wegmann)
- these cues may influence/entrain biological rhythms (endogenous pacemakers)
- light suppresses the production of melatonin from the pineal gland which influences people's sleep/wake cycle
- knowledge of relevant studies.

Possible application:

- Julia should try to keep her baby in the dark at night (eg shutting curtains and keeping lights off) but expose her baby to light in the day time (eg keep curtains open, go outside)
- Julia should use social cues, eg ensuring verbal communication, eye contact and feeding are only in the day time.

Possible discussion:

- use of research to provide support for the importance of light as a zeitgeber, eg Vetter et al. (2011), Burgess et al. (2003), Campbell and Murphy (1998)
- use of research to provide evidence against the importance of social cues as a zeitgeber, eg Lughton Miles et al. (1977)
- discussion of methodological issues is only creditworthy if the implications are linked to the stem
- discussion for and against the role of light as an exogenous zeitgeber
- counterarguments, eg the role of endogenous pacemakers – biological clock

Credit other relevant material.

Note: Application should be sensible and reasoned

Examiner Comment:

Question 09

There were some excellent responses but generally this question was not answered very well. Overall, students tended to be less knowledgeable in this area, with answers focussed mainly on application, but this was not always appropriate. There was some excellent knowledge of studies but these were often inappropriately selected or not used effectively. Some students gave a lot of biological detail of endogenous pacemakers and made this relevant though entrainment. Light as an exogenous zeitgeber was generally applied well and often supported with biological knowledge of the effects of light on the production of melatonin; although some students mistakenly suggested trying to replicate daytime conditions at night time with night lights, etc. Students struggled more with temperature, suggesting the baby should be kept warm and cosy, and with social cues, which frequently led into learning / classical conditioning or focussed on tiring the baby out with activities. Discussion was the weakest element overall, with a lot of time wasted on generic evaluations and often research which could have provided excellent discussion, was simply described. Where discussion was done well, students tended to provide counterarguments of the role of endogenous pacemakers and compared contrasting research findings. Some students also effectively discussed issues with generalising from adults to babies and/or animals to humans. The best responses were those which were able to provide a sophisticated blend of application and discussion with knowledge intertwined throughout.

'Psychologists sometimes adopt a reductionist approach to their investigations when they want their research to be objective and empirical.'

Discuss reductionism in psychological research. Refer to the statement above in your answer.

[16 marks]

Marks for this question: AO1 = 6, AO2 = 4, AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of reductionism is accurate and generally well detailed. Application to the statement 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	9–12	Knowledge of reductionism is evident but there are occasional inaccuracies/omissions. Application/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 reductionism is present. Focus is mainly on description. Any discussion/application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of reductionism 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:

- reductionism – explaining/studying complex and meaningful behaviour/experience by breaking it down into smaller component parts/constituents/elements
- levels of explanation – basic unit level to more complex holistic level
- types of reductionism: biological – explaining behaviour at the level of genes, brain chemicals etc; environmental – explaining behaviour at the level of stimulus-response units; experimental reductionism; machine reductionism – explaining behaviour in terms of mechanistic models
- objectivity, use of empirical methods – basic scientific principle that evidence should be observable and unaffected by opinion/subjective interpretation.

Possible application:

Links between reductionism and objectivity/empirical methods:

- explaining/understanding behaviour at the basic component level of biological units is objective and empirical, eg measurement of levels of neurotransmitters like serotonin and dopamine
- explaining/understanding behaviour at the basic component level of stimulus-response links (eg classical/operant conditioning) is objective, empirical as it involves manipulation of stimuli and observation/recording of responses
- explaining information processing at the level of processing units each with separate features (eg multistore model) is objective – involves empirical manipulation/observation of variables in experiments.

Possible discussion points:

- the reductionist approach fits well with psychology's drive for scientific status and the consequent focus on objectivity and empiricism
- reductionism leads to clearly defined variables which can be operationalised and observed objectively which allows for the inference of causal relationships – establishing a cause and effect relationship
- reductionism leads to loss of meaning – components do not add up to reflect whole experience
- contrasts with holism – studying and valuing human experience as a whole, considering meaning, feeling, personal experience/context. Only by studying the whole can we really understand human experience
- some behaviours, particularly social behaviours can only really be investigated in the holistic context in which they occur
- usefulness of reductionist treatments, eg use of drugs – effectiveness can be empirically tested
- contrast with the types of investigation preferred by humanistic psychologists such as Maslow and Rogers – use of case studies, diaries, interviews – to yield richer, more detailed information
- difficulty of finding a balance between objective, empirical method and the striving for meaningful information
- comparison of approaches in terms of reductionism/objectivity/empirical approach.

Examiner Report:

The question on reductionism was not one that students could have pre-prepared with the result that performance tended to be quite limited. Many answers confused reductionism with determinism and/or reductionism with the nomothetic approach. References to objectivity and empiricism were sometimes sprinkled around without any real application. Better answers could offer specific examples of reductionist research and explain how they involved the empirical study of objective evidence. Quite a few answers were simply pre-learned responses on the holism versus reductionism debate.