

Memory

1. Apart from the central executive, name and briefly outline two other components of the working memory model. **(4 marks)**

Marks for the question: AO1 = 4

For **each** component:

1 mark for name of component.

1 mark for brief outline of component.

Possible content:

- visuo-spatial sketch/scratch pad – temporary storage of visual and spatial information; inner eye; visual coding; can hold 3–4 items; visual cache, visual scribe
- phonological store/loop/articulatory loop/control process/primary acoustic store – limited capacity temporary storage system; holds acoustic information according to tone, volume, pitch, etc; inner ear; verbal rehearsal loop, sub-vocal speech; duration 1.5–2 secs; inner voice
- episodic buffer – integrates/synthesises information from other stores; link to LTM; modality free.

Credit components as identified/offered by the candidate whether global components or sub-components (eg visual cache).

2. Evaluate the central executive as part of the working memory model. **(4 marks)**

Marks for the question: AO3 = 4

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

Possible evaluation:

- Central executive is vague and untestable (despite being the component in overall charge)
- Central executive itself may be divided into separate sub-components
- links with attention research – allocation of resources/divided attention/dual-tasking
- use of evidence to support or contradict the central executive, eg Hunt (1980).

Accept other relevant points.

Attachment

1. Lenny is being interviewed for a TV dating show. He describes his approach to relationships: "My friends would say I'm scared of commitment and need to settle down. I suppose they're right, I'm in my late thirties now. I fall in love constantly but my relationships never last more than a few weeks. My mum left when I was very young, I don't know if that has something to do with it..."

Explain how, according to attachment research, Lenny's early experience might have influenced his later relationships. **(4 marks)**

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application of the influence of Lenny's early experience on his later relationships is clear, effective and coherent. There is appropriate use of terminology.
1	1–2	Application of the influence of Lenny's early experience on his later relationships is limited. The answer lacks effectiveness and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- Bowlby's internal working model – Lenny's (lack of) early attachment has not provided an adequate template/blueprint for later relationships
- insecure attachments are associated with fear of intimacy/lack of commitment in adult romantic relationships which may explain Lenny's inability to 'settle down'
- maternal deprivation theory – disruption to the maternal bond in early life (critical period) leads to later emotional problems – Lenny's fear of commitment/intimacy
- use of evidence to support argument, eg Hazan and Shaver (Love Quiz).

Credit other relevant application.

No application to the stem, maximum of **one** mark

2. 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 e.g. 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.

Research Methods

1. Researchers investigated whether the experience of bullying is influenced by attachment type. They interviewed teenagers about their early attachment experiences. Following the interviews, the teenagers were categorised into two groups based on their attachment type:

- Group 1 – secure attachment in childhood
- Group 2 – insecure attachment (insecure-avoidant or insecure-resistant) in childhood.

During the interview, the teenagers were also asked about their experience of bullying. They were categorised as either:

- having had experience of bullying, or
- having had no experience of bullying.

Which statistical test would be most suitable to analyse the data in this investigation? With reference to this investigation, explain three reasons for your choice of test. **(7 marks)**

Marks for this question: AO2 = 7

1 mark for Chi-Squared test.

PLUS

For **each** of the following bullet points award:

2 marks for a clear and coherent reason linked to the investigation.

1 mark for a limited/partial reason e.g. naming an accurate reason (e.g. nominal data/categorical data)

Possible content:

- test of difference/association – analysing the difference in experience of bullying between teenagers who had a secure or insecure attachment/the association between attachment type and experience of bullying. Test of correlation would not be creditworthy
- independent/unrelated design – each teenager cannot appear in more than one category ie secure/insecure; experience of bullying/no experience of bullying
- nominal/categorical – the data refers to the number of teenagers in each of the four categories.

Note: appropriate reason can be credited even if an incorrect test is named or no test is given.

Note: where more than three reasons are given, only the first three should be marked.

2. A controlled observation was designed to compare the social behaviours of pre-school children of working parents and pre-school children of stay-at-home parents. The sample consisted of 100 children aged three, who were observed separately. Half of the children had working parents and the other half had stay-at-home parents. The observation took place in a room which looked like a nursery, with a variety of toys available. In the room, there were four children and one supervising adult. Their behaviour was not recorded. Each child participant was brought into the room and settled by their parent. The parent then left to sit outside. Each child participant's behaviour was observed covertly for five minutes while they played in the room. The observation was conducted in a controlled environment and a standardised script was used when the children and their parents arrived.

(a) Explain why the researcher used a controlled observation and a standardised script in this study. (4 marks)

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application of knowledge of standardisation and control is clear and mostly accurate. Application is explicit and appropriate. The answer is generally coherent with effective use of terminology.
1	1–2	Some application of knowledge of standardisation and control is apparent but may be implicit. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR only one element explained at L2.
	0	No relevant content.

Possible content:

- a standardised script would ensure the same greeting was given to the children and their parents when they arrived, providing a high level of control
- without using a standardised script, the researcher's welcome may vary causing unintentional bias, eg may use more child-friendly vocabulary which may make the child less anxious and thus more sociable, etc
- using a controlled observation helps to reduce extraneous variables which may have an impact on the social behaviour of the children, affecting the validity of the study.

Credit other relevant material.

(b) Identify one limitation of controlled observations. (1 mark)

Marks for this question: AO3 = 1

1 mark for stating an appropriate limitation of using controlled observations.

Possible content:

- they **lack** ecological validity/**cannot** be applied to everyday life/**less** natural behaviour
- effects of demand characteristics are **more likely** (Hawthorne effect).

Accept other valid limitations.