**Second year summer Homework – 2017**

1. **Social Psychology**. The last section from Unit 1 looks at social influence. This refers to how other people influence our behaviour.

The first topic requires students to investigate conformity, the different types, contrasting explanations, research studies supporting the explanations, factors that affect conformity and how we conform to social roles (Zimbardo’s classic prison study).

**Your task:** complete all the ‘flip’ homework for conformity. That’s flip 1-4. Go to psych205 - the linear A level - paper 1 - social influence. Open the four tabs and complete the homework

1. **Memory:** when you return in September, you will have a memory mini-mock on memory to complete. **You have two tasks**
2. Complete the revision packs by going on this link <http://www.psych205.com/revision-resources.html> and scrolling down until you get to the 8 links.
3. Answer the exam questions, mark them using the attached mark scheme and then complete essay plans (all of this is at the end of **this** document)
4. **Unit 3** – **Issues and debates**. Soon after you return in september, you will be studying the issues and debates section in Unit 3. One of the debates is the nature-nurture debate, which is an argument between those who think our biology is the main determinant of our behaviour, and those who think most things we do are learned. You could use this debate in all exams, as it often makes good evaluation. Follow the link below and go to ‘download questions for nature vs nurture’. Complete all the tasks.

<http://www.psych205.com/issues--debates-in-psychology.html>

Memory Application and Evaluation Questions

**Your tasks**:

1. Answer questions 1-6 and check them on the mark scheme at the end. This is in preparation for the mini mock exam in September.
2. Choose at least 5 questions from 7-21 and make an essay plan for each of the five.

**Q1.**

Annie can still skateboard even though she hasn’t skated for many years.

Germaine can still recall what happened on his first day at university even though it was ages ago. Billy remembers the names of the tools he needs to repair the broken tap.

Identify **three** types of long-term memory and explain how **each** type is shown in **one** of the examples above.

**(Total 6 marks)**

**Q2.**

(a)     Read the item and then answer the questions that follow.

|  |  |
| --- | --- |
|   | A researcher investigating the multi-store model of memory tested short-term memory by reading out loud sequences of numbers that participants then had to repeat aloud immediately after presentation. The first sequence was made up of three numbers: for example, 8, 5, 2. Each participant was tested several times, and each time the length of the sequence was increased by adding another number. |

Use your knowledge of the multi-store model of memory to explain the purpose of this research and the likely outcome.

 **(4)**

(b)     After the study was completed, the researcher decided to modify the study by using sequences of letters rather than numbers.

Suggest **one** 4-letter sequence **and one** 5-letter sequence that the researcher could use. In the case of **each** sequence, give a justification for your choice. Use a different justification for each sequence.

 **(4)**

**(Total 8 marks)**

**Q3.**

Discuss what psychological research has shown about working memory.

In your answer, refer to theory and/or evidence.

**(Total 12 marks)**

 **PTO**

**Q4.**

An American space shuttle exploded soon after it was launched. All of the astronauts on board were killed. Crowds of people were watching, including friends and relatives of the astronauts. Six months after the explosion, a student decided to investigate the accuracy of some of the eyewitnesses’ memory of this event.

(a)     Outline how the student could have used a cognitive interview to investigate this event. Include **at least one** example of what the participants would be asked to do.

 **(4)**

(b)     Explain how anxiety might have affected eyewitness testimony of this event. Refer to psychological research in your answer.

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 **(6)**

**(Total 10 marks)**

**Q5.**

Read the item and then answer the question that follows.

|  |  |
| --- | --- |
|   | Martin is studying for his modern language exams. He revises French followed by Spanish on the same night and then gets confused between the two: for example, he remembers the French word for ‘chair’ instead of the Spanish word for ‘chair’. Sometimes, his mum helps to test Martin’s vocabulary. When he is unable to remember a word, his mum tells him the first letter, then he can often recall it correctly. |

Discuss **two** explanations for forgetting. Refer to Martin’s experiences in your answer.

**(Total 12 marks)**

**Q6.**

A woman is being questioned by a police officer about a heated argument she witnessed on an evening out with friends. The argument took place in a bar and ended with a violent assault. A knife was discovered later by police in the car park of the bar.

‘Did you see the knife the attacker was holding?’, asked the police officer.

‘I’m not sure there was a knife – yes, there probably was,’ replied the woman. ‘I was so scared at the time that it’s hard to remember, and my friends and I have talked about what happened so many times since that I’m almost not sure what I did see.’

Discuss research into **two or more** factors that affect the reliability of eyewitness testimony. Refer to the information above in your answer.

**(Total 16 marks)**

**Task b – choose at least five of these and make essay plans.**

Q7. Outline and evaluate the multi-store model of memory. Refer to evidence in your answer (16 marks)

Q8. Outline the role of the sensory register and short-term memory within the multi-store model (12 marks)

Q9. Discuss features of the WMM (16 marks)

Q10. Outline and evaluate the WMM (12 marks)

Q11. Discuss types of long term memory (16 marks)

Q12. Outline and evaluate episodic and procedural long-term memory (12 marks)

Q13. Outline and evaluate two explanations for forgetting (16 marks)

Q14. Discuss proactive and retroactive interference as explanations of forgetting (12 marks)

Q15. Outline and evaluate how misleading information can affect the accuracy of EWT (16 marks)

Q16. Outline and evaluate the use of cognitive interview as means of improving the accuracy of eyewitness testimony (12 marks)

Q17. Outline and evaluate research related to the features of short-term memory (coding, capacity and duration) (16 marks)

Q18. Discuss the multi-store model of memory (16 marks)

Q19. Describe and evaluate different types of long term memory (16 marks)

Q20. Describe and evaluate retrieval failure as an explanation for forgetting (16 marks)

Q21. Describe and evaluate research that has investigated the influence of anxiety on the accuracy of eyewitness testimony (16 marks)

MARK SCHEME

**M1.**

**[AO2 = 6]**

**1 mark:** for each correct application in recognising (naming/identifying) each type of long-term memory by matching to the person in the stem.

Plus

**1 mark** each for knowledge of a feature of the type of memory explained in the context of the behaviour in the stem.

•        Annie’s case/remembering how to skateboard is an example of procedural memory (1) because she is remembering an action or muscle-based memory (1).

•        Germaine’s case/remembering what happened is an example of episodic memory (or autobiographical memory) (1) because he recalls the events that took place at a specific point in time (1).

•        Billy’s case/remembering the names of tools is an example of semantic memory (1) because he remembers factual/meaningful information (1).

**M2.**

(a)     **A02 = 4**

**1 mark** for each valid point as follows:

•        **purpose** is to test the capacity of short-term memory.

•        short-term memories are coded verbally / acoustically / task requires verbal rehearsal.

•        **outcome** – most of the people tested would be able to repeat correctly a sequence of between 5 and 9 items.

•        because according to the multi-store model, short-term memory has a limited capacity of 7 + or - 2.

(b)     **AO3 = 4**

**1 mark** for an appropriate 4-letter sequence (to be creditworthy, this sequence should not make up a word or a recognisable abbreviation of a word, be a recognisable acronym or include multiple repetitions, eg ‘p,p,p,p’).

Plus

**1 mark** for appropriate 5-letter sequence (to be creditworthy this sequence should not make up a word or a recognisable abbreviation of a word, be a recognisable acronym or include multiple repetitions eg ‘p,p,p,p,p’, have any similarity to / connection with the 4-letter sequence (eg partial repetition, rhyme with).

Plus

**1 mark each** for any **two** valid justification points: eg

•        words – have meaning – can be recalled as wholes.

•        recognisable abbreviations – have meaning – can be recalled as wholes.

•        acronyms – have meaning – can be recalled as whole.

•        multiple repetitions – reduce cognitive demand.

•        rhyming letters – reduce cognitive demand.

Do not accept the statement ‘letters must be random’ without further elaboration because random selection could, by chance, result in a word, acronym etc.

**M3.**

**[AO1 = 6 and AO3 = 6]**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Level** | **Marks** | **Description** |
|   | 4 | 10 – 12 | Knowledge of what psychological research (theory and/or evidence) has shown about working memory is accurate and generally well detailed. Discussion is effective. The answer is clear and coherent. Minor detail and/or expansion is sometimes lacking. Specialist terminology is used effectively. |
|   | 3 | 7 – 9 | Knowledge of what psychological research (theory and/or evidence) has shown about working memory is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. |
|   | 2 | 4 – 6 | Limited knowledge of what psychological research (theory and/or evidence) has shown about working memory 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. |
|   | 1 | 1 – 3 | Knowledge of what psychological research (theory and/or evidence) has shown about working memory 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. |
|   |   | 0 | No relevant content. |

**Content:**

Full credit can be gained for theory and/or evidence.

•        The working memory model proposed by Baddeley and Hitch in 1970s as an updated version of STM

•        WM is understood as an active processor

•        The components and their functions and properties; central executive; phonological loop/store (articulatory and acoustic processing); visuo-spatial scratchpad/sketchpad; episodic buffer. Credit diagram

•        Description of what research evidence has shown/findings of studies/conclusions in relation to working memory in general or the different components including:

•        Concurrent/dual task studies

•        Articulatory suppression studies

•        Brain imaging research showing different areas of the brain are active when performing different types of task

•        Clinical evidence of selective impairments to STM

**Possible discussion points:**

•        Explains how different cognitive processes interact

•        Comparison with passive view of STM in the MSM

•        Use of evidence to support or contradict the concept of working memory

•        Discussion/evaluation of working memory research eg issues of validity in dual task research/scanning studies where tasks might be seen as unrealistic/artificial; sampling issues and generalisation

•        Problem of testing/fully explaining the central executive

•        Applications eg explains processing deficits like reading difficulties and offers possible routes to therapy

Credit other relevant material.

Note – ethical issues in relation to studies would not normally be relevant as they do not affect the understanding of working memory.

**M4.**

 (a)     **AO2 = 4**

The main techniques used in the cognitive interview are summarised below.
*Context reinstatement* – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions and the individual’s emotional state including their feelings at the time of the incident.
*Recall from changed perspective* – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen.
*Recall in reverse order* – the witness is asked to recall the scene in a different chronological order eg from the end to the beginning.
*Report everything* – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant.
1 mark for naming one relevant technique.
2 marks for naming two or more relevant techniques or for a very brief outline of how one technique could be used.
Further marks for elaboration. Candidates who refer to only one technique should include more detail than those who refer to more than one.
3 or 4 marks can be awarded if the outline could relate to this event.

(b)     **AO2 = 6**

Candidates must refer to research where the anxiety component is clear.
Candidates might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety. In this case friends and relatives might show worse recall than other people in the crowd.
Laboratory based research has generally shown impaired recall in high anxiety conditions. In Loftus’s (1979) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%).
Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident.
However, in a real life study Yuille and Cutshill (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.
There is a range of acceptable answers to this question and marks should be given for effective use of the material.
Answers which do not make explicit reference to this event should be awarded a maximum of 4 marks.

|  |  |
| --- | --- |
|   | **6 marks Effective explanation**Accurate and reasonably detailed explanation of how anxiety might affect eye-witness testimony of this event that demonstrates sound knowledge and understanding of relevant research.  |
|   | **5 – 4 marks Less detailed but generally accurate**Less detailed but generally accurate explanation of how anxiety might affect eye-witness testimony of this event that demonstrates knowledge and understanding of relevant research.  |
|   | **3 – 2 marks Basic**Basic explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates some knowledge of relevant research but detail may be muddled.  |
|   | **1 mark Very brief/flawed**Very brief or flawed explanation of how anxiety might affect eye-witness testimony of this event has that demonstrates very little knowledge of relevant research.  |
|   | **0 marks**No creditworthy information.  |

**M5.**

**AO1 = 6, AO2 = 2 and AO3 = 4**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Level** | **Marks** | **Description** |
|   | 4 | 10 – 12 | Knowledge of two explanations for forgetting is accurate and generally well detailed. Discussion is mostly effective. Application to the stem is appropriate, with clear links between the explanations and the stem content. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking. |
|   | 3 | 7 – 9 | Knowledge of two explanations for forgetting is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to explanations are limited / absent. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places. |
|   | 2 | 4 – 6 | Knowledge of two explanations is present. Focus is mainly on description. Any discussion is of limited effectiveness. Any application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.**OR** one explanation answered at Level 3 or 4. |
|   | 1 | 1 – 3 | Knowledge of explanation(s) is (are) limited. Discussion / application is very 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** one explanation answered at Level 2. |
|   |   | 0 | No relevant content. |

**Possible content:**

•        Interference is an explanation for forgetting – two sets of information become confused.

•        Proactive interference is where old learning prevents recall of more recent information.

•        Retroactive interference is where new learning prevents recall of previously learned information.

•        Retrieval failure is where information is available but cannot be recalled because of the absence of appropriate cues.

•        Types of cues that have been studied by psychologists include context, state and organisation.

•        Cues improve recall if recall is in same context as learning, if the person is in same bodily state as when material was learned, if the organisation gives a structure which provides triggers, eg categories.

**Application:**

•        French and Spanish are similar types of material which makes interference more likely.

•        Recalling French word for ‘chair’ is proactive interference.

•        Martin’s mum gives him cues (first letter) which can then be used for him to access the material he has failed to retrieve.

**Possible discussion:**

•        Use of evidence to support or contradict explanations.

•        Credit evaluation of evidence where used to discuss explanations.

•        Question of whether interference involves over-writing of other information.

•        Role of similarity in interference and response competition.

•        Issue of accessibility versus availability.

•        Semantic memory more resistant to interference than other types of memory.

•        General implications for revision and other situations.

•        Relevant links to memory theory: eg stage at which interference might occur in the multi-store model.

Credit other relevant information.

**M6.**

**AO1 = 6, AO2 = 4 and AO3 = 6**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Level** | **Marks** | **Description** |
|   | 4 | 13 – 16 | Knowledge of research into two or more factors is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between factors and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking. |
|   | 3 | 9 – 12 | Knowledge of research into two or more factors is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the factors are not always well explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places. |
|   | 2 | 5 – 8 | Knowledge of research into at least two factors is present but is vague/inaccurate **or** research into one factor only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions. |
|   | 1 | 1 – 4 | Knowledge of research into factor(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. |
|   |   | 0 | No relevant content. |

**AO1 Content**

Knowledge of research into two or more factors affecting the accuracy of eyewitness testimony (usually those named in the specification and implied in the stem)

Misleading information, including leading questions:

•        Loftus and Palmer’s (1974) experiment where the verb in the critical question was changed (smashed, collided, bumped, hit or contacted).

•        Loftus and Palmer: “Did you see any broken glass?”

•        Loftus et al (1978) study using a red Datsun and Stop or Yield signs.

•        Research relating to age in relation to misleading information could also be relevant: e.g. Warren et al (2005) found adults less likely to be influenced by leading questions than children.

•        Credit other relevant research/theory: e.g. post-event contamination; confabulation; reconstructive memory/the formation of schemas; confabulation.

Anxiety:

•        Loftus’s (1979) weapon focus experiment found that more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood.

•        Loftus and Burns (1982) found that participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the accident.

•        Peters (1988) found that participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection.

•        Yuille and Cutshall (1986) found that witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later.

•        Christianson and Hubinette (1993) found that victims of genuine bank robberies were more accurate in their recall than bystanders.

•        Credit other relevant research/theory: e.g. the Yerkes-Dodson law of arousal.

Post-event discussion:

•        Source monitoring theory; effects of conformity; Bodner et al (2009) – the effects of post-event discussion can be reduced if witnesses are warned of its effects.

**AO2 Application points**

•        Links to leading questions – ‘Did you see the knife?’ (as opposed to a knife); question from officer is leading the witness who was not sure that there was a knife in the first place.

•        Links to anxiety – witness claims that she was ‘so scared’ when the incident took place; this may inhibit or enhance her memory depending upon how severe the fear was.

•        Links to post-event discussion – ‘my friends and I have talked about what happened so many times since that I’m almost not sure what I did see’.

**AO3 Discussion points**

Will depend on research chosen but might include:

•        Issue of validity in laboratory studies or lack of control in real-life situations.

•        Methodological issues, including sampling, replication and corroboration with other studies.

•        Ethical issues.

•        Practical applications/implications of the research: e.g. development of cognitive interview.

Credit other relevant evaluation points.