

Oxford Revise | AQA A Level Psychology | Answers

Chapter 3

All exemplar answers given would achieve full marks or the top level.

1. Marks for this question: AO1 = 1

The baby is born to attach to the caregiver, because it aids survival.

2. Marks for this question: AO2 = 6

This question is level-marked:

Level	Marks	Description
3	5–6	<ul style="list-style-type: none"> Knowledge of research into maternal deprivation is clear and generally well detailed. Application is mostly clear and effective. The answer is generally coherent with appropriate use of specialist terminology.
2	3–4	<ul style="list-style-type: none"> Knowledge of research into maternal deprivation is evident. There is some effective application. The answer lacks clarity in places. Specialist terminology is used appropriately on occasions.
1	1–2	<ul style="list-style-type: none"> Knowledge of research into maternal deprivation is limited. Application is either absent or inappropriate. The answer lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible AO2 application:

- Nikith lacked maternal care, as evidenced by repeatedly moving to different care institutions where he couldn't settle.
- His pastoral support worker reporting that he often felt depressed is linked to the lack of maternal care – Bowlby said maternal care was crucial for normal mental health.
- He moved to different care institutions during the critical period of maternal deprivation (6 months to 2.5 years).

- His low academic ability and difficulty learning links to being deprived of a loving mother or substitute in the critical period, which can negatively influence intellectual development.
- Researchers found that adoptees brought up in institutions had a lower IQ than those who were fostered into families.
- Nikith's form teacher reporting a lack of remorse for bullying and inflicting pain on others, links to the long-term consequences of maternal deprivation.
- Bowlby claimed that prolonged separation from a mother or substitute during the critical period can lead to becoming an affectionless psychopath.
- The 44 thieves study found that 86% of thieves diagnosed as affectionless psychopaths had experienced prolonged maternal deprivation in early childhood.

Credit other relevant applications.

3. Marks for this question: AO1 = 4

This question is level-marked:

Level	Marks	Description
2	3–4	<ul style="list-style-type: none"> • Knowledge of both concepts of the critical period and internal working model in Bowlby's monotropic theory of attachment is clear and accurate. • The answer is mostly coherent with effective use of specialist terminology.
1	1–2	<ul style="list-style-type: none"> • Knowledge of both concepts of the critical period and internal working model in Bowlby's monotropic theory of attachment is briefly stated with little elaboration. • The answer may include inaccuracies and be poorly organised. • Specialist terminology is either absent or inappropriately used. <p>OR only the critical period OR the internal working model is outlined effectively for 2 marks.</p> <p>OR only the critical period OR the internal working model is outlined but is brief or has inaccuracies for 1 mark.</p>
	0	No relevant content.

Possible AO1 application:

- The critical period for attachment is 3–6 months and if attachment does not occur during this time, it will be very difficult or impossible in later life.
- The critical period is an evolutionary approach – it is adaptive for an infant to attach to its caregiver to aid survival.
- The internal working model states the relationship between the infant and caregiver is crucial for all future relationships.

- The internal working model says that the child's first relationship with its primary caregiver will act as a blueprint for all relationships including childhood friendships, romantic partners, and with their own children.

Credit other relevant material.

4. Marks for this question: AO3 = 3

3 marks for a clear, coherent limitation using appropriate terminology.

2 marks for a limitation that lacks some clarity or detail.

1 mark for a brief or muddled limitation.

Possible AO3 evaluation:

- Low population validity: the Chinese sample of the meta-analysis only studied 36 babies.
- Comparison of countries rather than cultures: different sub-cultures may be present within each country, with differences in child-rearing style. A sample from urban Tokyo, in Japan, found attachment types similar to the USA. But in rural areas, insecure-resistant attachment was extremely high.
- Imposed etic: Van Ijzendoorn's meta-analysis used the Strange Situation as its research tool. The Strange Situation interprets a lack of separation anxiety as a child being insecure-avoidant. However, researchers suggest that in German babies, it's a sign of independence.
- Influence of globalisation: the conclusion that attachment is universal, and therefore innate, was questioned by Van Ijzendoorn, who suggested that globalisation could play a part in the similarity of attachments found across cultures. Widely available mass media in the 21st century means that many cultures are experiencing the same messages about what good and bad parenting look like.

Credit any valid limitation.

5. Marks for this question: AO1 = 4

This question is level-marked:

Level	Marks	Description
2	3–4	<ul style="list-style-type: none"> • Knowledge of the role of the father in the development of attachment is clear and accurate. • The answer is mostly coherent with effective use of specialist terminology.
1	1–2	<ul style="list-style-type: none"> • Knowledge of the role of the father in the development of attachment is briefly stated with little elaboration. • The answer may include inaccuracies and be poorly organised. • Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible AO1 application:

- Research into the stages of attachment found that babies attached to their mother first at around 7 months old. Then, by about 10 months old, they had formed multiple attachments, including to the father.
- A longitudinal study found that the quality of the infant's attachment to its father was less important than its attachment to its mother, in terms of later forming quality attachment in its teens.
- A biological explanation is that the female hormone oestrogen underlies caring behaviour. So, men may not be as predisposed towards responding sensitively to their infant's cues, leading to a less intense attachment.
- Researchers suggest that fathers have a different role in attachment, to do with play and stimulation, rather than nurture. A study found the quality of the father's play with their infant was related to the quality of attachment in the child's teens.

Credit other relevant applications.

6. Marks for this question: AO1 = 2

2 marks to identify interactional synchrony **AND** reciprocity.

1 mark to identify either interactional synchrony **OR** reciprocity.

7. Marks for this question: AO3 = 4

This question is level-marked:

Level	Marks	Description
2	3–4	<ul style="list-style-type: none"> • Evaluation of Lorenz's animal study of attachment is clear, appropriate, and effective. • There is appropriate use of specialist terminology.
1	1–2	<ul style="list-style-type: none"> • Evaluation of Lorenz's animal study of attachment is limited or muddled. • Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible AO3 evaluation:

- Non-generalisability from animals to humans: relating Lorenz's studies to humans is problematic, because mammalian attachment is different from that of birds. Mammalian mothers show more emotional attachment to their young, and mammals can form attachments at any time.
- The theory of sexual imprinting has been criticised by researchers as too deterministic.
- Although researchers found that chickens who imprinted on rubber gloves tried to mate with rubber gloves as adults, this could be overcome by spending time with their own species: they eventually preferred mating with other chickens.

Credit other relevant evaluations.

8. Marks for this question: AO1 = 6

This question is level-marked:

Level	Marks	Description
3	5–6	<ul style="list-style-type: none"> Knowledge of the procedure AND findings of the Strange Situation is clear and generally accurate. Specialist terminology is used appropriately.
2	3–4	<ul style="list-style-type: none"> Some knowledge of the procedure AND findings of the Strange Situation but there may be some omissions/lack of clarity. There is some appropriate use of specialist terminology.
1	1–2	<ul style="list-style-type: none"> Knowledge of the procedure AND/OR findings of the Strange Situation is present but there may be serious omissions and/or inaccuracy. Specialist terminology is either missing or inappropriately used.
	0	No relevant content.

AO1 content for procedure:

- 9–18-month-olds attended a laboratory setting with their mothers as part of a controlled observation.
- They were placed in several challenging situations, such as the mother leaving the room or a stranger entering the room. There were eight situations or episodes in total, each lasting about three minutes.
- The behavioural categories being measured were willingness to explore, separation anxiety, stranger anxiety, and reunion behaviour. The infants' behaviour was videoed and assessed.

AO1 content for findings:

Three attachment types were identified:

- Secure attachment (type B): 66% of the infants.
Securely attached infants were able to use their mother as a secure base to explore their surroundings. They showed moderate separation anxiety when she left the room, and moderate stranger anxiety. They were easily soothed when their mother returned (reunion behaviour).
- Insecure-avoidant (type A): 22% of the infants.
Insecure-avoidant infants were willing to explore their surroundings but did not use their mother as a secure base. They showed low separation anxiety and low stranger anxiety. They showed little or no response when their mother returned (reunion behaviour).
- Insecure-resistant (type C): 12% of the infants.
Insecure-resistant (ambivalent) infants both wanted their mother and resisted her. They were unable to use her as a secure base as they explored their surroundings, but they showed high separation anxiety when she left the room. They had high stranger anxiety, and when their mother returned (reunion behaviour) they cried, and the mother was unable to soothe them.

Credit other relevant material.

9. Marks for this question: AO1 = 3, AO3 = 5

This question is level-marked:

Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> Knowledge of the findings of Schaffer's research into stages of attachment is accurate with some detail. 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	<ul style="list-style-type: none"> Knowledge of the findings of Schaffer's research into stages of attachment is evident but there are occasional inaccuracies or omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	<ul style="list-style-type: none"> Limited knowledge of the findings of Schaffer's research into stages of attachment 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	1–2	<ul style="list-style-type: none"> Knowledge of the findings of Schaffer's research into stages of attachment 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.

Note: there are only 3 marks available for the description (AO1) so answers should only briefly describe the four stages of attachment.

Possible AO1 content:

- The findings led to the identification of four stages of attachment.
- Asocial stage (0–2 months): babies do not distinguish between humans and inanimate objects. No specific attachment.
- Indiscriminate attachment (2–7 months): babies prefer human contact; no separation or stranger anxiety.
- Specific attachment (around 7 months) to the primary caregiver; babies show stranger and separation anxiety.
- Multiple attachments (about 10 months): attachments with secondary attachment figures, such as their father, siblings, or grandparents. They show some separation anxiety towards these people.

Possible AO3 evaluation:

- The longitudinal study stopped the interference from confounding variables than come with a cross-sectional study.
- High external validity: babies were in their own homes and observed by parents using everyday situations.
- Social desirability may have been an issue as the mothers were interviewed and may have failed to report signs of distress. If mothers were less sensitive to their baby's cries, this could cause a systematic bias in the findings.
- Low population: 60 infants from working-class families in Glasgow is not representative of the global population as a whole.
- Low temporal validity: child-rearing practices have changed over time. A study found that the percentage of stay-at-home dads has quadrupled over the past 25 years, and working mothers are similarly much more common.
- Cultural bias: in some cultures, it is the norm for babies to have multiple caregivers, and some researchers believe babies can therefore form multiple attachments from the beginning of their lives.
- Multiple attachment issues: Rutter argues that multiple attachments are important in an infant's life, and that all attachments are integrated to produce an infant's attachment type.

Credit other relevant material.

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

This question is level-marked:

Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> Knowledge of research into the influence of attachment on adult relationships 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	<ul style="list-style-type: none"> Knowledge of research into the influence of attachment on adult relationships 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	3–4	<ul style="list-style-type: none"> Limited knowledge of research into the influence of attachment on adult relationships 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	<ul style="list-style-type: none"> Knowledge of research into the influence of attachment on adult relationships 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

Note: only 3 marks are available for the AO1 content, so answers should not go into too much detail. A summary of the influence of early attachments should be written using some of the following information.

Possible AO1 content:

- The internal working model (IWM) says a child's first relationship with its mother will act as a blueprint for all future relationships.
- A good IWM leads to the child seeking functional relationships and behaving in functional ways, leading to long-lasting and mutually beneficial relationships in the future.
- A poor IWM will lead to either avoiding future relationships (insecure-avoidant) or sabotaging relationships (insecure-resistant).
- The IWM acts a blueprint for a mother's relationship with her own children.
- Securely attached infants had better-quality friendships. Insecure-avoidant children were likely to be the victims of bullying, and insecure-resistant children were likely to be the perpetrators.
- The Love Quiz study found correlations between attachment type and love experiences. Securely attached adults had the longest-lasting relationships. Avoidant participants displayed a fear of intimacy, and insecure-resistant participants described falling in love easily (desire for intimacy) but resisted love when they found it.
- Children who lack an IWM due to neglect or abuse are likely to have an attachment disorder.

Possible AO2 application:

- Llanzo experienced inconsistent love/care from his mother, leading to a poor IWM.
- His experience of his mother being over the top with affection on occasions but being ignored by her on other occasions has set his blueprint for wanting love (he has no problem falling in love) but not sustaining a relationship (he can't stay in love).
- Llanzo is likely to have an insecure-resistant attachment type as evidenced by falling in love easily but resisting love when he gets it. (He broke up with Rayaana via text.)

Possible AO3 discussion:

- The temperament hypothesis: an infant's temperament could affect both the way it attaches to its parent in early life and the way it forms relationships later in life.
- The IWM having a fixed effect on later relationships is overly deterministic. There is evidence that poorly attached infants have had successful adult relationships.
- Evidence of the IWM negatively impacting parenting ability: Harlow's study found that monkeys separated from their mothers were poor parents. A study of women brought up in children's homes found that more of their children spent time in care homes.
- A longitudinal study assessed the attachment type of 1-year-olds and found that securely attached infants became more socially competent as children. They were also more emotionally attached to their romantic partners in adulthood.
- The Love Quiz has validity issues due to the questionnaire method, which relies on participants having a good memory and telling the truth rather than giving socially desirable answers.

Credit other relevant material.

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

This question is level-marked:

Level	Marks	Description
4	13–16	<ul style="list-style-type: none"> Knowledge of one or more explanations for attachment 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	<ul style="list-style-type: none"> Knowledge of one or more explanations for attachment 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	<ul style="list-style-type: none"> Limited knowledge of one or more explanations for attachment is present. Focus is mainly on description. Any discussion that is present is of limited effectiveness. The answer lacks clarity, accuracy, and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	<ul style="list-style-type: none"> Knowledge of one or more explanations for attachment is very limited. Any 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.

Note: the answer may focus on one explanation of attachment in more detail or two in less detail.

Possible AO1 content for learning theory:

- Learning theory is a behaviourist approach.
- Behaviourists believe that all behaviour is learned through either classical and/or operant conditioning. Attachment is not an innate process.
- Classical conditioning: food is the unconditioned stimulus (UCS), causing an unconditioned response (UCR) of pleasure. The mother is a neutral stimulus (NS) eliciting no response (NR) from the baby.

The baby learns to associate the UCS (food) with the mother (NS), who becomes the conditioned stimulus (CS). Eventually the CS (mother) produces a conditioned response (CR) of pleasure, and attachment occurs.

- Operant conditioning: when a baby cries, the caregiver responds by comforting the baby. The baby experiences this as rewarding, and so that behaviour (crying) is reinforced. This aids attachment because it is strengthening the bond between baby and caregiver.
- Drive reduction theory identifies that we are driven to reduce the discomfort of hunger by feeding. Food is experienced as pleasurable and is the baby's primary positive reinforcer. Because the mother provides the milk, she is the secondary positive reinforcer and therefore attachment occurs.

Possible AO3 content for learning theory:

- Animal studies criticise learning theory – Lorenz's geese imprinted on him before they had had any food, and Harlow's monkeys spent up to 22 hours a day with a soft comforting mother, only choosing the wire mother to feed.
- Schaffer's 'stages of attachment' contradicts learning theory because it focuses on the quality of the relationship between the baby and their caregiver as a key component for attachment, regardless of who feeds them.
- Caregiver–infant interactions like reciprocity and interactional synchrony could be the positive reinforcement rather than food.
- Social learning theory offers an alternative explanation – we learn behaviour through observation and imitation of significant role models. Attachment could occur because the parents model attachment behaviours, such as hugging.

Possible AO1 content for Bowlby's monotropic theory of attachment:

- Bowlby's theory of attachment is an evolutionary approach – babies attach in order to aid survival.
- Bowlby highlights the need for the primary caregiver to consistently and sensitively respond to the needs of the baby.
- Bowlby identified the critical period for attachment as 3–6 months. If attachment doesn't happen in the critical period, the infant likely won't be able to attach.
- Social releasers are innate biological mechanisms that have evolved to elicit caregiving, e.g. big eyes, button nose, laughing, and crying.
- Monotropy refers to having one true attachment figure, and the sensitivity of the mother is key in the development of attachment. Consistent and sensitive responses to the baby's needs strengthens the bond.
- The internal working model (IWM) maintains that a baby's relationship with its primary caregiver acts a blueprint for all future relationships, including their own children later in life.
- A good IWM continues into adulthood, where they are socially and emotionally competent adults resulting in better friendships and relationships.

Possible AO3 content for Bowlby's monotropic theory of attachment:

- The critical period is too deterministic – although 3–6 months is the optimal time for attachment to occur, it is still possible to form attachments after this window. 'Sensitive' rather than 'critical' is preferred to describe this period.
- Evidence suggests that social releasers do play a part in eliciting caregiving, as babies stopped showing social releasers when caregiving was removed.
- Monotropy is questioned by research that found babies were able to form multiple attachments. The theory may also suffer from cultural beta bias because it doesn't account for babies who are born into cultures where they might be raised by many people.
- Monotropy is criticised by feminist writers because emphasising the role of the mother puts an unfair burden on mothers. If the best place for the child is with the mother, then this suggests they should not return to work. This may be financially unfeasible, and it limits their lifestyle choices.
- Support for the internal working model: mothers of 1-year-old babies were interviewed about their attachment to their own parents, and observations were made of them with their babies. Mothers who reported poor attachments to their parents had babies with similarly poor attachments to them.

Credit other relevant material.

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

This question is level-marked:

Level	Marks	Description
4	13–16	<ul style="list-style-type: none"> • Knowledge of research into Romanian orphans 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	<ul style="list-style-type: none"> • Knowledge of research into Romanian orphans 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	<ul style="list-style-type: none"> Limited knowledge of research into Romanian orphans 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	<ul style="list-style-type: none"> Knowledge of research into Romanian orphans 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 AO1 content:

- English and Romanian Adoptees (ERA) study procedure: a longitudinal study of Romanian adoptees compared to 52 English babies adopted before 6 months. They were assessed at ages 4, 7, 11, and 15 on physical, emotional, and cognitive development.
- ERA study findings: the Romanian adoptees were behind the English babies in all measures when adopted.
- The age at which Romanians were adopted was crucial in their ability to recover from living in the institution (those adopted before 6 months had the best outcomes).
- At age 11, IQ varied between early adoptees (mean IQ of 102), those adopted before 2 years (mean IQ of 86), and those adopted after 2 (mean IQ of 77).
- Late adoptees displayed an attachment disorder (disinhibited attachment).
- Another Romanian study found that 44% of institutionalised children showed disinhibited attachment compared to 20% of controls. 65% had an insecure-disorganised attachment type, and only 19% were securely attached compared to 74% of controls.
- The effects of institutionalisation: physical underdevelopment, intellectual underfunctioning, disinhibited attachment, and poor parenting have been documented as effects of living in an institution.

Possible AO2 application:

- Elena is displaying signs of the effects of institutionalisation such as struggling at school (which could suggest a lower IQ) and having temper tantrums.
- Because she was adopted after the age of 2, she has not been able to recover from the effects of living in the institution.
- She is likely to have an attachment disorder (disinhibited attachment) as Sandy says she seems to prefer to be with strangers rather than her.

Possible AO3 discussion:

- Strengths and weaknesses of a longitudinal study: although some children may drop out, leading to a biased sample, it follows the same children over time, which helps avoid making premature conclusions about their development.
- The ERA study may have overstated the effects of institutionalisation due to the particularly bad conditions found in the Romanian orphanages. Other institutions may not inflict such extreme neglect and abuse, so the effects may not be as pronounced.
- It isn't possible to predict the long-term effects of institutionalisation in the ERA study because the late adoptees may be able to catch up intellectually later in life. Those presumed to have overcome the effects of institutionalisation may regress later in life.
- The effects of institutionalisation can be moderated by the personality of the infant. E.g. smiley infants may elicit better caregiving from workers, leading to early attachment experiences that positively influence their development.
- Research has increased our understanding of the effects of institutionalisation, so that meaningful changes can be made in care homes. Children are now allocated a key worker to work closely with the child, allowing them the opportunity to form a secure attachment and avoid attachment disorders.

Credit other relevant material.

Questions on previous content

1. Marks for this question: AO1 = 1

Unlimited.

2. Marks for this question: AO1 = 3

3 marks for a clear, coherent strength or limitation of interference as an explanation of forgetting using appropriate terminology.

2 marks for a strength or limitation of interference as an explanation of forgetting that lacks some clarity or detail.

1 mark for a brief or muddled strength or limitation of interference as an explanation of forgetting.

Possible AO3 evaluation:

- Evidence from thousands of highly controlled laboratory experiments provide evidence for both proactive interference (PI) and retroactive interference (RI), which suggests that interference is a valid explanation of forgetting.
- There is a lack of mundane realism in laboratory tasks that use meaningless tasks like word lists. Forgetting in the real world may be different if the tasks are meaningful and/or have consequences.

- There are differences in how interference affects individuals. Participants with a greater working memory span were less susceptible to PI. A greater working memory span gave people conscious control of processing, which counteracted the effects of PI.
- Interference does occur, but retrieval failure may be a better explanation for forgetting because people can overcome PI with a cue.

Credit any valid strength or limitation.

3. Marks for this question: AO1 = 3, AO3 = 5

This question is level-marked:

Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • Knowledge of the working model of memory is accurate with some detail. • 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	<ul style="list-style-type: none"> • Knowledge of the working model of memory is evident but there are occasional inaccuracies or omissions. • Discussion is mostly effective. • The answer is mostly clear and organised but occasionally lacks focus. • Specialist terminology is used appropriately.
2	3–4	<ul style="list-style-type: none"> • Limited knowledge of the working model of 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	1–2	<ul style="list-style-type: none"> • Knowledge of the working model of 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.

Possible AO1 content:

- The working model of memory (WMM) suggests that STM is an active processor that allows us to complete tasks in the present time, e.g. navigating a road.
- The central executive (CE) has a very limited storage capacity. It directs attention from either the senses or LTM to one of the slave systems in order to complete tasks.
- The slave systems are the phonological loop (PL), the visuo-spatial sketchpad (VSS), and the episodic buffer.
- The PL has a limited capacity and deals with auditory tasks. It is divided into the phonological store (inner ear), which stores the words we hear, and the articulatory process (inner voice), which repeats the words on a loop.
- The visuo-spatial sketchpad (VSS) has a limited capacity. It is divided into the visual cache, which is a store for visual data, and the inner-scribe, which records the arrangement of objects in the visual field. It is used for spatial tasks in the present.
- The episodic buffer was added to the model later and is seen as the storage element of the CE, holding about four chunks of information. It integrates information from the CE, PL, and VSS to record events (episodes) as they happen.

Credit a carefully labelled diagram with some explanation.

Possible AO3 discussion:

- The WMM was developed to account for dual task performance. An experiment found that participants had difficulty tracking a light and describing the letter F (two visual tasks), but they could do a visual and auditory task simultaneously. This suggests that the PL and VSS components are separate store in STM, as identified by the WMM.
- Case study evidence of KF, who had a motorbike accident that caused brain damage – he had problems in processing verbal but not visual information in STM, which provides evidence for the separate slave systems in the WMM.
- Case study evidence of LH, who performed better on spatial tasks than those involving visual imagery, providing evidence for the different components of the VSS.
- There may be confounding variables in those that have experienced brain damage due to the trauma in the brain.
- Evidence for the PL and the articulatory process: the word-length effect refers to people being able to recall a list of short words like 'egg' better than long ones like 'specification', because the PL can only hold the amount of information that can be said in 2 seconds. The word-length effect disappears if the articulatory process is suppressed. E.g. participants had to say 'the the the' as they looked at a list of words to remember. This blocked the articulatory process from rehearsing the list and so the word-length effect disappeared.
- The CE is thought to be the most important part of the WMM but is the least understood. There may be more than one component of the CE and it's thought its role is more complex than simply diverting attention to the slave systems. Credit other relevant material.

4. Marks for this question: AO1 = 4

This question is level-marked:

Level	Marks	Description
2	3–4	<ul style="list-style-type: none"> Knowledge of the Authoritarian Personality is clear and accurate. The answer includes a clear reference to right-wing authoritarianism. The answer is mostly coherent with effective use of specialist terminology.
1	1–2	<ul style="list-style-type: none"> Knowledge of the Authoritarian Personality is briefly stated with little elaboration. Right-wing authoritarianism is poorly explained or omitted. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible AO1 content:

- The Authoritarian Personality is a dispositional explanation of obedience: it says that instead of situational factors causing obedience, someone's personality will determine whether they obey.
- The 'Potential for Fascism' scale (The F-scale) was devised to measure the Authoritarian Personality. The higher the F-scale score, the more politically right-wing someone is.
- The Authoritarian Personality forms during childhood. If a child experiences strict parenting, including physical punishment and conditional love, they internalise this to become obedient of legitimate authority figures in adulthood.
- Resentment towards their parents is displaced onto 'weaker' groups in society, which is an explanation for discrimination. The Authoritarian Personality was refined as a cluster of three personality variables referred to as right-wing authoritarianism (RWA), which predispose people to obey:
 - Conventionalism: strictly abiding to traditional values.
 - Authoritarian aggression: showing aggression towards unconventional people.
 - Authoritarian submission: unquestioning submission to legitimate authority.
- Researchers found a positive correlation between people high in RWA and the level of shock they gave themselves when they made mistakes on a learning task, as directed by an experimenter.

Credit other relevant material.