Mark schemes

**Q1.**

**[AO2 = 6]**

For **each** type of long-term memory award marks as follows:

**2 marks** for a clear and coherent application of a type of long-term memory with elaboration.

**1 mark** for a muddled/limited application.

**Possible application:**

•   Sherry remembering her tenth birthday party/when she was on holiday in France are examples of episodic memory because she recalls the events that took place at a specific point in time

•   Sherry remembering how to swim is an example of procedural memory because she is remembering an automatic action/muscle-based memory

•   Sherry recalling the French words (for the food she ate) is an example of semantic memory because it involves remembering factual/meaningful information.

**[6]**

**Q2.**

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

•        AO1 knowledge and understanding

•        AO2 application (of psychological knowledge)

•        AO3 evaluation, analysis, interpretation.

**[AO1 = 2, AO2 = 1]**

**AO1**

AO1 Award up to two marks for a definition of any two of the following:

•        semantic – memory for facts / general knowledge;

•        episodic – memory for (life) events / experiences;

•        procedural – memory for (motor) skills / actions / knowing how to do things.

No credit for stand-alone examples.

**AO2**

Award one mark for a valid difference / distinction between the types of long- term memory chosen.

Possible answers: semantic / episodic – ‘knowing that’ / declarative memory; available for conscious inspection – procedural – ‘knowing how’ / non-declarative memory; often unavailable for conscious inspection.
Semantic – may not recall when we learned / encoded these memories
– episodic – stored with reference to time and place.
Credit distinctions based on the durability / resistance to forgetting of different types of memory; the fact that evidence suggests that these types of memory reside in different areas of the brain.
Credit other valid distinction points.

Note that the explanation of the difference must make reference to **both** types of memory.

**Q3.**

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

•        AO1 knowledge and understanding

•        AO2 application (of psychological knowledge)

•        AO3 evaluation, analysis, interpretation.

**[AO1 = 2, AO2 = 1]**

**AO1**

One mark each for:
An example of semantic memory – knowing that Paris is the capital of France or a hawk is a bird of prey.
An example of episodic memory – remembering a conversation we had yesterday or our 10th birthday party. Example must be personalised to get credit.

**AO2**

One mark for a distinction point. Likely points: semantic memories are general knowledge about the world, but episodic memories are memories of our personal experiences. Or, we may not recall when and where we learned / encoded our semantic memories but we do recall this for our episodic memories. Evidence suggests they are located in different areas of the brain.

**Q4.**

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

•        AO1 knowledge and understanding

•        AO2 application (of psychological knowledge)

•        AO3 evaluation, analysis, interpretation.

**[AO1 = 2, AO2 = 1]**

**AO1**

1 mark each for a descriptive point about procedural and semantic memory.
Procedural memory is a motor / action-based memory or a memory of how to do something.
Semantic memory is memory for facts / information about the world / knowledge memory / the meaning of words.
No credit for answers based on semantic processing.
Do not credit examples alone.

**AO2**

1 mark for a distinction point. Likely points: procedural is non-declarative / not easy to express in words and semantic is declarative / knowing how vs knowing that;procedural is more resistant to forgetting; semantic is conscious and procedural less conscious;stored in different parts of the brain.

Allow full credit for one distinction point that is fully elaborated or for more than one point with less detail about each.
Allow full credit for three valid distinction points.

**Q5.**

(a)  **[AO3 = 5]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 3 | 4 – 5 | Evaluation of the use of case studies in psychological research is clear and accurate. There is at least one strength and one limitation, though a number of points may be presented in less detail. The answer is clear and organised. Specialist terminology is used effectively. |
| 2 | 2 – 3 | Evaluation of the use of case studies is limited. The answer may contain strengths or limitations, or both are presented but are lacking in detail. The answer may lack accuracy and organisation. There is some appropriate use of specialist terminology. |
| 1 | 1 | One evaluative point is stated but not developed, or there may be more than one but there is substantial inaccuracy. Specialist terminology is absent or inappropriately used. |
|   | 0 | No relevant content. |

**Likely content:**

•   Depth/detail of data collected – qualitative

•   Validity/meaningfulness of data, insight gained

•   A single anomalous case may lead to revision of a theory

•   Researcher bias/subjective interpretation

•   Unscientific/unreliable, cannot be replicated

•   Problems of generalisation

Accept other valid points.

Application to the case of ‘Patient X’ may be present but is not essential for full marks.

(b)  **[AO2 = 2]**

**1 mark** for the link to the MSM: this suggests that STM and LTM are separate stores/functionally different (supporting the model).

**Plus**

**1 mark** for the idea that whilst Patient X’s STM is functioning normally, he is unable to retain new info in LTM/the link between STM and LTM appears to have been cut.

(c)  **[AO2 = 4]**

**2 marks** for an outline of two types of LTM from the following (1 for each type):

•   Episodic – memory for events/autobiographical memory

•   Semantic – memory for facts/general knowledge/the rules of language

•   Procedural – memory for motor skills/actions/’muscle memory’

**Plus**

**2 marks** for linking the two types to the information in the stem (1 for each type):

•   Episodic – he had no recollection of ever doing the task

•   Semantic – he could not remember the names of the psychologists

•   Procedural – his performance improved on the rotating disc task over consecutive days

(d)  **[AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3 – 4 | Discussion of two differences is clear and mostly accurate. For full marks, there must be reference to both types of memory within each difference discussed. The answer is generally coherent with effective use of specialist terminology. |
| 1 | 1 – 2 | Discussion of two differences are both incomplete/partly accurate. For 1 mark there may be one difference briefly stated. Specialist terminology is not always used appropriately. |
|   | 0 | No relevant content. |

**Content:**

Possible differences (depends on the types of LTM chosen):

•   Semantic/episodic – ‘knowing that’/declarative memory; available for conscious inspection – procedural – ‘knowing how’/non-declarative memory; often unavailable for conscious inspection

•   Semantic – may not recall when we learned/encoded these memories – episodic – stored with reference to time and place

•   Credit differences based on the durability/resistance to forgetting of different types of memory

•   The fact that evidence suggests that these types of memory reside in different areas of the brain

•   Credit use of evidence as part of the discussion of the differences.

Credit other valid differences.

Do not credit differences that merely restate the definitions of both types of memory.

**Q6.**

**[AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3 – 4 | Explanation of two differences is clear and coherent. Some detail/expansion may be lacking for 3 marks. |
| 1 | 1 – 2 | Explanation of one or more differences is present but is briefly stated/outlined only. Alternatively, there is one clearly explained difference at the top of the band. For 1 mark one difference may be stated but not applied to both types of memory. |
|   | 0 | No relevant content. |

**Possible differences:**

•        procedural memories are memories of motor skills/actions/muscle memories; episodic memories are memories of life events

•        procedural memories are unavailable for conscious inspection/difficult to explain verbally (non-declarative); episodic memories can be expressed verbally (declarative)

•        procedural memories may be more resistant to forgetting/amnesia

•        each type of memory may reside in a different area of the brain

•        credit examples/evidence, eg HM, used to explain a difference.

Credit other relevant differences.

**Q7.**

**[AO1 = 1]**

Episodic

**1**

**[AO1 = 1]**

Procedural

**1**

**[AO1 = 1]**

Semantic

**1**

**[3]**

**Q8.**

**[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).

**Q9.**

**[AO1 = 1]**

A

**Q10.**

**[AO1 = 1]**

B