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| |  | | --- | | **25. EWT and CI** | |  | | |  |  | | --- | --- | | Name: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Class: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| Time: | **73 minutes** |
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**Q1.**

Explain why it might be better to carry out research into eyewitness testimony in the real world, rather than in a laboratory.

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**(Total 3 marks)**

**Q2.**

Outline how **one** research study investigated the accuracy of eyewitness testimony (EWT).

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**(Total 4 marks)**

**Q3.**

Melissa was on her way to college when she saw a man attack a cyclist and steal his bike. She was really upset about what she had seen, and when she got to college, everyone wanted to talk to her about it. Luke asked her whether the man was wearing a brown jacket.

From the description above, identify **three** factors affecting the accuracy of eyewitness testimony. How might **each** factor affect Melissa’s memory of the event?

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**(Total 6 marks)**

**Q4.**

Outline **one** study that has investigated the effect of anxiety on eyewitness testimony.

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**(Total 4 marks)**

**Q5.**

Zina witnessed a violent incident. The attacker pulled out a knife and threatened the victim. Zina was close to the attacker and was very frightened and anxious. Her friend, Amanda, was further away and less anxious. The police took witness statements from both Zina and Amanda. Their statements were very different.

(a)     Using your knowledge of research into the effects of anxiety on eye-witness testimony, explain why Zina’s and Amanda’s statements are different.

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**(4)**

(b)     A psychologist decided to interview both Zina and Amanda five months later to see if they could still remember the same level of detail about the incident.

Explain **one** ethical issue the psychologist must consider before interviewing Zina and Amanda.

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**(2)**

**(Total 6 marks)**

**Q6.**

Which **two** of **A**, **B**, **C**, **D** and **E** are associated with the cognitive interview technique?

Shade **two** boxes only.

|  |  |  |
| --- | --- | --- |
| **A** | Alter the perspective |  |
| **B** | Change the speaker |  |
| **C** | Match the direction |  |
| **D** | Remove the context |  |
| **E** | Reverse the order |  |

**(Total 2 marks)**

**Q7.**

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.

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**(Total 4 marks)**

**Q8.**

Evaluate the cognitive interview technique as a way of improving the accuracy of eyewitness testimony.

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**(Total 6 marks)**

**Q9.**

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.

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**(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)**

**Q10.**

A teacher showed her Year 12 Psychology class a video clip of a girl shopping in a busy high street with her boyfriend. Near the end of the clip, the girl had her handbag stolen by a man in a black jacket. Later, 10 of the students were interviewed about the events in the video clip using a cognitive interview. The remaining 9 students were interviewed using a standard interview.

(a)  One technique used in the cognitive interview is that witnesses are asked to ‘report everything’.

Identify **one other** technique that could have been used by the teacher in the cognitive interview. Write down the instructions that the teacher might have read out to the students when using this technique.

Technique: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions to students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**(3)**

(b)  Explain how the study might have been improved by using a random sample of students from Year 12.

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**(4)**

Each student was assigned a score based on the accuracy of their answers to the questions in the interview. The results can be seen in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Accuracy scores for students in the standard and cognitive interview conditions** | | | |
| **Standard interview condition** | | **Cognitive interview condition** | |
| **Student** | **Accuracy score** | **Student** | **Accuracy score** |
| 1 | 8 | 10 | 13 |
| 2 | 8 | 11 | 13 |
| 3 | 6 | 12 | 11 |
| 4 | 9 | 13 | 8 |
| 5 | 10 | 14 | 11 |
| 6 | 7 | 15 | 14 |
| 7 | 9 | 16 | 11 |
| 8 | 8 | 17 | 13 |
| 9 | 8 | 18 | 15 |
|  |  | 19 | 18 |

(c)  Calculate the mean accuracy score for the cognitive interview condition.

Give your answer to **two** significant figures.

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**(3)**

(d)  Briefly outline **one** limitation of the cognitive interview.

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**(2)**

**(Total 12 marks)**

Mark schemes

**Q1.**

**AO3 = 3**

Candidates are likely to refer to the fact that in real life settings research has high validity because the findings can be generalised to other similar situations. It is therefore more likely to be relevant eg to eyewitness testimony in court cases. There are often real consequences / emotional impact in real life which do not occur in laboratory investigations.  
In a laboratory participants may show demand characteristics because they know they are in an experiment. This is less likely in real world settings.  
Answers which refer to advantages of laboratory research or disadvantages of real world research are not relevant and should not receive credit.  
1 mark for a brief explanation eg higher ecological validity.  
Further marks for some elaboration as above.

**Q2.**

**AO1 = 4**

Answers can refer to any research study relating to eyewitness testimony. This may be by naming a relevant study, or by identifying the study in some other way. Likely research would include a number of studies by Loftus including those into the role of leading questions, and Yuille & Cutshall (1986) who investigated evidence from an actual crime. Studies into factors affecting the accuracy of EWT including anxiety (eg weapon focus) or age of witnesses would also be relevant. Flin et al (1992) used a staged event and compared deterioration of children’s and adults’ memories over time, while Karpel et al (2001) showed a video of a robbery and compared information given by young adults (17 – 25) with that given by older adults (65 – 85). Allport and Postman’s (1947) study using a picture of two men arguing is relevant to EWT. However, Bartlett’s research using a story or simple drawings is not.  
One mark for a basic outline of the method, eg in Loftus and Palmer’s study, participants were asked questions about a film. Three further marks for accurate details, eg participants were tested in a laboratory situation. They were asked how fast a car was travelling when an accident occurred. Some questions included the words “smashed into”. Others included collided with, bumped into, hit or contacted.  
Whilst the question does not ask for findings, conclusions, or criticisms, candidates may receive credit for procedural detail included in such material.

**Q3.**

**[AO2 = 6]**

**1 mark** for each factor in the stem

**Plus:**

**1 mark** each for stating how the factor might affect Melissa’s recall

**Content:**

•   Anxiety/upset – Melissa’s memory may be worse because of distraction/arousal OR better because she was more alert

•   Post-event discussion – Melissa’s memory may be less accurate because she confuses her original memory with what other people say to her

•   Leading Questions – Melissa may incorrectly recall what the man was wearing because of Luke’s question

Other factors affecting EWT are not creditworthy because they do not appear in the stem.

**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.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

•        A single set of numbered levels (formerly bands) to cover all skills

•        Content appears as a bulleted list

•        No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

**AO1 = 4**

Candidates must select a study which clearly relates to both anxiety and eyewitness testimony. For full marks there must be some reference to what was done and what was found.  
In Loftus's (1979) weapon focus experiment more participants correctly identified a person holding a pen (49%) than a person holding a knife covered in blood. 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 accident. Peters (1988) found participants who visited a healthcare centre were better able to recognise a researcher than a nurse who gave an injection. However, in a real life study Yuille and Cutshall (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.

|  |
| --- |
| **4 marks  Accurate and reasonably detailed** Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is appropriate selection of material to address the question. |
| **3 marks  Less detailed but generally accurate** Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony. There is some evidence of selection of material to address the question. |
| **2 marks  Basic** Basic answer that demonstrates some relevant knowledge and understanding of one study into the effect of anxiety on eyewitness testimony, but lacks detail and may be muddled. There is little evidence of selection of material to address the question. |
| **1 mark  Very brief and or flawed** Very brief or flawed answer that demonstrates very little knowledge of one study into the effect of anxiety on eyewitness testimony. Selection of material is largely inappropriate. |
| **0 marks** No creditworthy material. |

**Q5.**

(a)     **[AO2 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3 – 4 | Explanation of the difference is clear and appropriate, and based on relevant research. The answer is generally coherent with effective use of terminology. |
| 1 | 1 – 2 | Explanation of the difference is evident but lacks clarity. Use of research is limited. The answer lacks coherence and specialist terminology not always used appropriately. |
|  | 0 | No relevant content. |

**Possible explanation for the difference:**

•        When anxiety/arousal is high, as is the case for Zina, this leads to a decrease in accuracy/detail compared with Amanda. This is supported by research, e.g. Johnson and Scott who found that those in the high anxiety condition were less likely to accurately identify the man; Duffenbacher (1983) meta-analysis found that high levels of anxiety negatively affected the memory of eyewitnesses

•        When anxiety/arousal is high, as is the case for Zina, this leads to increased accuracy/detail compared with Amanda. This is supported by research evidence, e.g. Christianson and Hubinette where victims were more accurate than onlookers; Yuille and Cutshall’s study where those witnesses that were close to the shooting were accurate, even months later.

Credit any other relevant explanation.

(b)     **[AO2 = 2]**

**2 marks** for a clear and coherent ethical issue that is relevant to the question stem.

**1 mark** for a muddled answer and/or one that is not made relevant to the question stem.

**Possible issues:**

•        Treating people with respect such as assuring their confidentiality, giving them the right to withdraw, etc

•        Protection from harm – Zina and Amanda could experience psychological harm from having to recall the details of the incident again so they could be offered counselling

•        Informed consent – the psychologist must gain informed consent, so Zina and Amanda are aware that they will be interviewed about the incident.

Credit any other relevant ethical issues.

**Q6.**

**[AO1 = 2]**

**A**: Alter the perspective

**E**: Reverse the order

**[2]**

**Q7.**

**[AO3 = 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 eg 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 eg 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 eg strategies from the enhanced cognitive interview.

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

**[4]**

**Q8.**

**[AO3 = 6]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 3 | 5-6 | Evaluation of the cognitive interview is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. |
| 2 | 3-4 | Evaluation of the cognitive interview is evident but there are occasional inaccuracies/omissions. The answer lacks clarity in places. Terminology is used appropriately on occasions. |
| 1 | 1-2 | Evaluation of the cognitive interview is limited. The answer lacks clarity and organisation. Terminology is either absent or inappropriately used. |
|  | 0 | No relevant content. |

**Possible evaluation points:**

•   use of evidence to support/challenge the effectiveness of cognitive interview (CI), e.g. Kohnken et al (1999)

•   although CI leads to more correct information, incorrect information also increases (although some studies, e.g. Geiselman dispute this)

•   some elements of CI may be more successful than others − Milne and Bull (2002)

•   the success of CI may be related to the age of witness

•   CI requires training and investment so it may not always be available because of limited resources

•   credit evaluation of enhanced cognitive interview

•   credit comparison with standard interview and enhanced CI.

Credit other relevant points.

**[6]**

**Q9.**

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.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

•        A single set of numbered levels (formerly bands) to cover all skills

•        Content appears as a bulleted list

•        No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

 (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. |

**Q10.**

(a)  **[AO2 = 3]**

**1 mark** for identifying an appropriate technique, e.g. context reinstatement; recall from a changed perspective; recall in reverse order; encourage to relax and speak slowly; offer comments to help clarify the statements; non-leading questions; build rapport.

**Plus**

**2 marks** for clear and coherent instructions that use the technique identified, that is clearly linked to the scenario and is suitable to be read out (verbatim).

**1 mark** for brief or muddled instructions that use the technique identified, that is clearly linked to the scenario **OR** suitable to be read out but is not applied to the scenario.

**Possible content:**

•   **reverse order:** ‘Please tell me everything you can remember about the robbery, starting from the point the girl was robbed back to the beginning of the video’

•   **change perspective:** ‘Tell me everything that the boyfriend/another shopper saw when the robbery took place.’

•   **context reinstatement:** ‘Tell me how you were feeling at the time you watched the video of the robbery.’

The instructions must relate to the technique that is identified.

If no technique is identified credit the instructions if they are appropriate − **Max 2 marks**.

Accept other relevant application of the technique identified.

**3**

(b)  **[AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 2 | 3-4 | The explanation of how the study might have been improved by using a random sample is clear and detailed. The answer is generally coherent with effective use of terminology. |
| 1 | 1-2 | There is limited/partial explanation of how the study might have been improved by using a random sample. The answer may lack coherence. Use of terminology may be either absent or inappropriate. |
|  | 0 | No relevant content. |

**Possible content:**

•   this reduces the likelihood of investigator effects/research bias

•   this would mean that she is more likely to get a range of students in her sample, not just psychology students

•   the likelihood of demand characteristics might be reduced, improving internal validity

•   her sample would be more representative of the student population and allow her to make a wider conclusion about the effectiveness of the cognitive interview.

•   the teacher would select a random sample using either a hat/lottery/computer method and a list of all the Year 12 students.

Students who only address the practicality of how to create the random sample rather than how/why this would be an improvement are restricted to **1 mark**.

Credit other relevant content.

**4**

(c)  **[AO2 = 3]**

**3 marks** for the correct answer given to two significant figures: 13 (even if no correct workings are shown).

**2 marks** for correct calculation not given to two significant figures e.g. 12.7 and no additional attempt at changing 12.7 to another answer.

**1 mark** if incorrect answer e.g. 12 is provided but all workings are correct.

Correct workings:

13 + 13 + 11 + 8 + 11 + 14 + 11 + 13 + 15 + 18 = 127

127/10 = 12.7

Answer = 13.

**3**

(d)  **[AO3 = 2]**

**2 marks** for a clear and coherent outline of an appropriate limitation of the cognitive interview.

**1 mark** for a muddled or limited outline of an appropriate limitation of the cognitive interview.

**Possible limitations:**

•   requires special training and police forces do not have enough time to invest in training the officers to use it

•   reference to research support suggesting not all aspects of the cognitive interview are as useful as others, e.g. Milne and Bull (2002)

•   amount of inaccurate information gathered is also increased, e.g. Köhnken et al., (1999)

•   not all techniques are appropriate for use with children, e.g. change perspective not possible until children are no longer egocentric.

**2**

**[12]**