

Past-paper walk-through

Retrieving Memories ■ 2.6

eXercise

Questions in this set

- 2025 Set 1 Q1
- 2025 Set 1 Q2
- 2024 Set 1 Q2 ■ 7 marks
- 2024 Set 2 Q1 ■ 7 marks

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(a) Identify the research method used in the study.

Question 1

Response Type	Misinformation Condition		
	High Misinformation Group	Medium Misinformation Group	Low misinformation Group
Correct	63%	66%	74%
Misled	30%	27%	19%
Incorrect	7%	7%	7%

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(b) State the operational definition of high misinformation in the study.

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(c) Describe what the mean indicates for the percentage of correct responses between the high misinformation group and the low misinformation group.

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(d) Identify at least one ethical guideline applied by the researchers.

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(e) Explain the extent to which the research findings may or may not be generalizable using specific and relevant evidence from the study.

Question 1

2025 Set 1 ■ Q1

Article Analysis Question (AAQ). Read the source provided with this question, then answer parts A, B, C, D, E, F.

(f) Explain how at least one of the research findings supports or refutes the misinformation effect. **Introduction** This research study explores the effect of being presented with varying amounts of misinformation about a specific event on the memory of that event. **Participants** A total of 127 students at a large university were recruited through the university's research participation system. They participated in the study in exchange for course credit. The final sample of participants was 69% women and 31% men. The race/ethnicity of the participants was reported as follows: 65% Hispanic/Latino/a, 15% Black/African American, 11% White/European American, 4% Asian/Asian American, and 5% Other.¹ The participants ranged in age from 18 to 39 years old (mean age = 21.21, standard deviation = 3.28). **Method** After

Question 1

providing consent, participants viewed a 6.5-minute silent video of a mock crime. The video depicted an electrician entering a house to fix items such as an oven and a light fixture. While he was in the house, he stole some of the owners' possessions. After watching the video, participants completed a 12-minute trivia questionnaire as a distractor task.² Participants completed all portions of the study online. Participants were then told that eight previous participants had written brief summaries of the robbery shown in the video. They were also told that one of those summaries would be presented to them, along with a profile of the previous participant, to refresh their memory. Unknown to the participants, these "previous participants" were not real people. The researchers created the previous participants' profiles based on the demographics of the population of students on the university campus. The goal was to create believable profiles so that the summaries would be more credible to the participants. ⁴

Solution 1

(a)

Mark scheme

- Identify the research method used in the study. (1 point). Accurately identifies the research method used in the study Responses that earn this point: The response accurately identifies the research method used in the study as an experiment.

Solution 1

(b)

Mark scheme

- State the operational definition of high misinformation in the study. (1 point).
States a measurable or quantifiable definition of the identified variable as used in the study
Responses that earn this point: The response states that the operational definition of high misinformation is having 80% of the sentences in the narrative include incorrect information.; The response states that high misinformation is defined as having 32 misleading sentences.

Solution 1

(c) Mark scheme

- Describe what the mean indicates for the percentage of correct responses between the high misinformation group and the low misinformation group. (1 point).
Accurately describes what the identified statistic indicates in relation to the study
Responses that earn this point: The response accurately describes exposure to a higher percentage of misinformation being associated with a lower mean percentage of correct responses to questions about the video.; The response accurately describes participants in the high misinformation group as having recalled less correct information (i.e., mean = 63%) about the video than those in the low misinformation group (i.e., mean = 74%).

Solution 1

(d)

Mark scheme

- Identify at least one ethical guideline applied by the researchers. (1 point).
Accurately identifies at least one ethical guideline applied by researchers in the study
Responses that earn this point: The response identifies that the researchers obtained informed consent.

Solution 1

(e) Mark scheme

- Explain the extent to which the research findings may or may not be generalizable using specific and relevant evidence from the study. (1 point). Explains the extent to which the study is generalizable using specific and relevant evidence referencing participant variables from the study Responses that earn this point: The response proposes a claim about generalizability that references a population (the “larger population” or a population relevant to the study’s participants) to explain the extent of the generalizability of the study.; The response proposes that the study is or is not generalizable to the population relevant to the study because of specific and relevant evidence derived from the participant information from the study.

Solution 1

(f) Mark scheme

- Explain how at least one of the research findings supports or refutes the misinformation effect. Introduction This research study explores the effect of being presented with varying amounts of misinformation about a specific event on the memory of that event. Participants A total of 127 students at a large university were recruited through the university's research participation system. They participated in the study in exchange for course credit. The final sample of participants was 69% women and 31% men. The race/ethnicity of the participants was reported as follows: 65% Hispanic/Latino/a, 15% Black/African American, 11% White/European American, 4% Asian/Asian American, and 5% Other.¹ The participants ranged in age from 18 to 39 years old (mean age =

Solution 1

21.21, standard deviation = 3.28). Method After providing consent, participants viewed a 6.5-minute silent video of a mock crime. The video depicted an electrician entering a house to fix items such as an oven and a light fixture. While he was in the house, he stole some of the owners' possessions. After watching the video, participants completed a 12-minute trivia questionnaire as a distractor task.² Participants completed all portions of the study online. Participants were then told that eight previous participants had written brief summaries of the robbery shown in the video. They were also told that one of those summaries would be presented to them, along with a profile of the previous participant, to refresh their memory. Unknown to the participants, these "previous participants" were not real people. The researchers created the previous participants' profiles based on the demographics of the population of students on the university campus. The goal was to create believable profiles so that the summaries would

Solution 1

be more credible to the participants. 4 (1 point). Uses the results of the study but does not explain how the psychological concept or hypothesis is supported or refuted. OR Explains that the psychological concept or hypothesis is supported or refuted but does not use any results from the study. 2 points Uses a specific result from the study to explain how the results support or refute the psychological concept or hypothesis presented in the quest

Question 2

2025 Set 1 ■ Q2

Evidence-Based Question (EBQ). Misled: an incorrect answer that reflected misinformation provided in the summaries (e.g., a brown cloth); and 3. Incorrect: an incorrect answer containing information that was not portrayed in the video or any summary (e.g., a yellow cloth). Participants then completed a questionnaire asking about the credibility of the previous participant's summary (e.g., "How good was the quality of the summary?" and "How familiar with the video was the participant who wrote this summary?"). Results and Discussion The researchers analyzed the results of the questionnaire by comparing participants' correct responses with how participants viewed the credibility of the previous participant's summary. The researchers hypothesized that if participants distrusted the summary, they would be less likely to incorporate the information into their memory of the event, leading to their being less likely to choose an incorrect answer. The results are shown in the table. 5 Mean

Question 2

Percentages of Correct, Misled, and Incorrect Responses for Each Misinformation Condition

Response Type	Misinformation Condition High	Misinformation Group Medium	Misinformation Group Low
Correct	63%	66%	74%
Misled	30%	27%	19%
Incorrect	7%	7%	7%

The researchers found that within each condition, participants performed best if they distrusted the accuracy of the summary. Participants who were presented with higher levels of misinformation were more likely to report being distrustful, and those who reported being distrustful of the summary resisted more misinformation than those who did not. Pena, M. M., Klemfuss, J. Z., Loftus, E. F., & Mindthoff, A. (2017). The effects of exposure to different amounts of misinformation and source credibility perception on source monitoring and memory accuracy. *Psychology of Consciousness: Theory, Research, and Practice*, 4(4), 337-347.

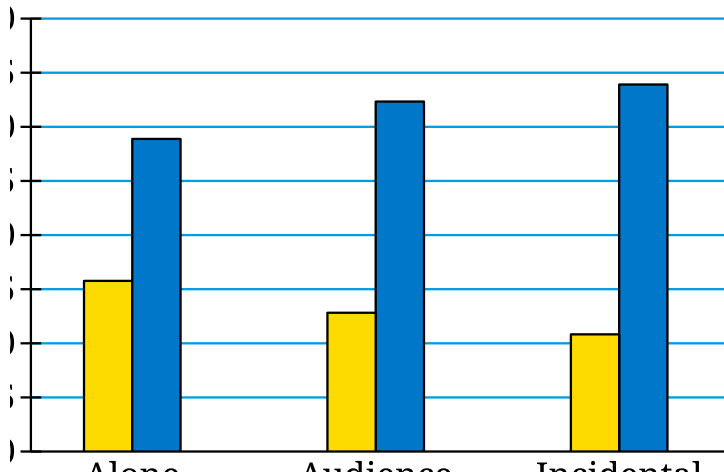
1: Language referencing racial, ethnic, or gender identities may be outdated or fail to reflect the complexities of identity that participants represent. Race/ethnicity

Question 2

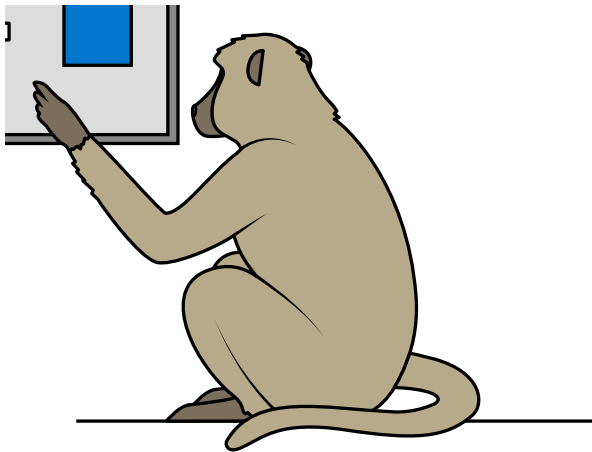
categories reflect those reported in the original research article. 2: a task that is unrelated to the primary task that participants are asked to complete before they are asked to recall the target information. 6 This question has three parts: Part A, Part B, and Part C. Use the three sources provided to answer all parts of the question. For Part B and Part C, you must cite the source that you used to answer the question. 2.

(a) Propose a specific and defensible claim based in psychological science that responds to the question.

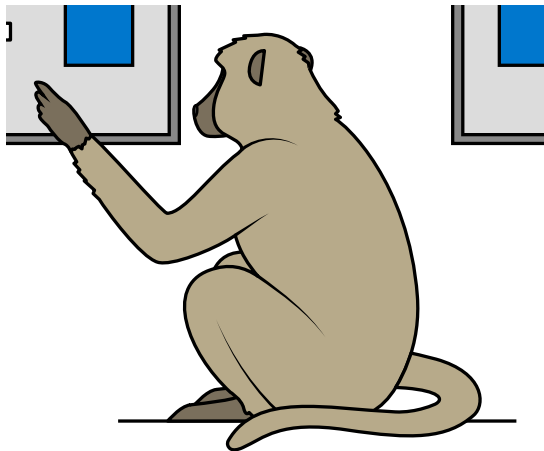
Question 2



Question 2



Question 2



Question 2

2025 Set 1 ■ Q2

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Results and Discussion The researchers analyzed the results of the questionnaire by comparing participants' correct responses with how participants viewed the credibility of the previous participant's summary. The researchers hypothesized that if participants distrusted the summary, they would be less likely to incorporate the information into their memory of the event, leading to their being less likely to choose an incorrect answer. The results are shown in the table.

5 Mean Percentages of Correct, Misled, and Incorrect Responses for Each Misinformation Condition Response Type

Question 2

Misinformation Condition High Misinformation Group Medium Misinformation Group Low misinformation Group Correct 63% 66% 74% Misled 30% 27% 19% Incorrect 7% 7% 7%

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2: a task that is unrelated to the primary task that participants are asked to complete before they are asked to recall the target information.

6

Question 2

This question has three parts: Part A, Part B, and Part C. Use the three sources provided to answer all parts of the question. For Part B and Part C, you must cite the source that you used to answer the question. 2.

(b) i. Support your claim using at least one piece of specific and relevant evidence from one of the sources. ii. Explain how the evidence from Part B (i) supports your claim using a psychological perspective, theory, concept, or research finding learned in

Question 2

2025 Set 1 ■ Q2

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5 Mean Percentages of Correct, Misled, and Incorrect Responses for Each Misinformation Condition Response Type

Question 2

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2: a task that is unrelated to the primary task that participants are asked to complete before they are asked to recall the target information.

6

Question 2

This question has three parts: Part A, Part B, and Part C. Use the three sources provided to answer all parts of the question. For Part B and Part C, you must cite the source that you used to answer the question. 2.

(c) i. Support your claim using an additional piece of specific and relevant evidence from a different source than the one that was used in Part B (i). ii. Explain how the evidence from Part C (i) supports your claim using a different psychological perspective, theory, concept, or research finding learned in than the one that was used in Part B (ii). Source 1 Introduction In this study, researchers attempted to establish whether the presence of others leads people to perform better on a task than when they are doing the task alone. Participants Forty-five undergraduate students, all men, received course credit in an introductory psychology course for their participation. Researchers did not report race/ethnicity data for the participants. 7

Solution 2

(a)

Mark scheme

- Propose a specific and defensible claim based in psychological science that responds to the question. (1 point). Proposes a claim that is relevant to the question Responses that earn this point: The response proposes specific effects on the question.; The response proposes a claim that suggests a positive or negative effect on the question.; The response proposes recommendations for the application of the question.

Solution 2

(b)

Mark scheme

- i. Support your claim using at least one piece of specific and relevant evidence from one of the sources. ii. Explain how the evidence from Part B (i) supports your claim using a psychological perspective, theory, concept, or research finding learned in (1 point). Explains the relationship between the evidence and the claim 2 points Applies a different psychological perspective, theory, concept, or research finding to explain how the evidence supports the claim. The psychological perspective, theory, concept, or research finding is not the same one used in Part B (ii).

Solution 2

(c) Mark scheme

- i. Support your claim using an additional piece of specific and relevant evidence from a different source than the one that was used in Part B (i). ii. Explain how the evidence from Part C (i) supports your claim using a different psychological perspective, theory, concept, or research finding learned in than the one that was used in Part B (ii). Source 1 Introduction In this study, researchers attempted to establish whether the presence of others leads people to perform better on a task than when they are doing the task alone. Participants Forty-five undergraduate students, all men, received course credit in an introductory psychology course for their participation. Researchers did not report race/ethnicity data for the participants. 7 (1 point). Uses a different piece of correctly cited, specific,

Solution 2

accurate, and relevant evidence from either of the other two provided sources to support the claim Responses that earn this point: The response provides specific, accurate, and correctly cited evidence relevant to the claim that is from a different source than the one used in Part B.

Question 2

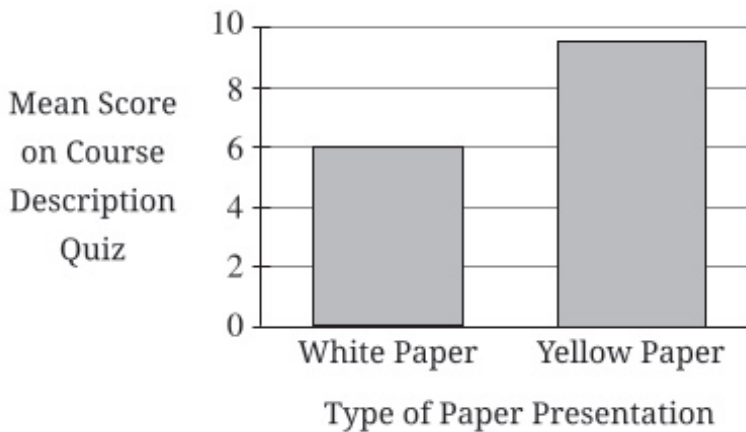
2024 Set 1 ■ Q2 ■ 7 marks

Research Design. Professor Gonzalez hypothesizes that students will remember more information from his detailed course description if it is printed on yellow paper than if it is printed on standard white paper. To test this hypothesis, he put the names of all his students into a bowl, then drew out names to assign them to two different groups. He gave one group of the students in his class a course description printed on white paper, and gave the other group of students a course description printed on yellow paper. Students were instructed to thoroughly read the description outside of class in preparation for their next class. In the next class, he gave all students a ten-question quiz asking them about the information found on the course description. Professor Gonzalez then compared the number of correct answers for each group of students. The statistically significant results are depicted in the graph. Part A ■ State the operational definition of the dependent variable. ■ Identify the experimental group. ■

Question 2

In addition to the manipulation of an independent variable, identify the procedure Professor Gonzalez used to make this study a true experiment. ■ Explain how the data as presented in the graph do or do not support Professor Gonzalez's hypothesis. Part B Explain how each of the following might relate to a student's performance on any quiz. ■ Context-dependent memory ■ Yerkes-Dodson law ■ Low level of the Big Five trait of conscientiousness

Question 2



Solution 2

- Research Design, 7 points. Points — State the operational definition of the dependent variable. — Response must indicate that the dependent variable is operationally defined as the student's score on the course description quiz. | Identify the experimental group. — Response must indicate that the experimental group is the group with the course description printed on yellow paper. | Explain how the data as presented in the graph do or do not support Professor Gonzalez's hypothesis. — Response must indicate that data support the hypothesis because the experimental group (i.e., the yellow paper group) scored higher on the test.
- General notes: spelling and grammar do not reduce a score; a definition alone does not earn a point, the concept must be applied to the scenario.

Question 1

2024 Set 2 ■ Q1 ■ 7 marks

Concept Application. Claire's sports team made it to the championship basketball game. To play the game, the teammates will need to work together to move a ball toward their own goal. They must then aim carefully to throw the ball into a hoop that is elevated about 10 feet off the ground. The winner is the team that gets the ball into the hoop the most times. Part A Explain how each of the following might help Claire be successful during the game. ■ Retinal disparity ■ Intrinsic motivation ■ Social facilitation ■ Kinesthetic sense Part B Claire's team won the championship game. Ten years later, the team got together for a reunion at the gym where the game was originally held. At the reunion, they discussed the championship game. Explain how each of the following might influence Claire's recollection of the game. ■ Context-dependent memory ■ Self-serving bias ■ Retroactive interference

Solution 1

- Concept Application, 7 points. Points — Explain how each of the following might help Claire be successful during the game. Retinal disparity — Response must indicate that the difference in visual signals from each of Claire's eyes allows her to see depth, which helps her be successful during the game. | Explain how each of the following might influence Claire's recollection of the game. Context-dependent memory — Response must indicate that Claire remembers more about the game because she is in the same physical location where she encoded the memory.
- General notes: spelling and grammar do not reduce a score; a definition alone does not earn a point, the concept must be applied to the scenario.