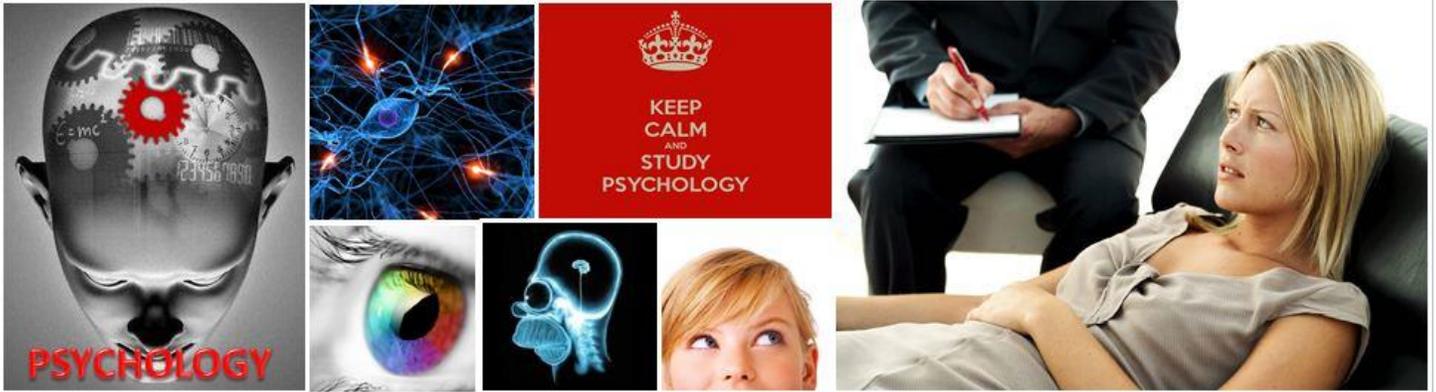


IB Psychology

Extended Response Question Template



QUESTION: EVALUATE SCHEMA THEORY WITH REFERENCE TO RESEARCH STUDIES

COMMAND TERM

Define the Command Term here

RESEARCH TO REFER TO

		Can I explain each of the following components?				
	Name of study or studies	Aim	Method	Results	Conclusion	Evaluation
1.	e.g. Bartlett (1932)	<input checked="" type="checkbox"/> <input type="checkbox"/>				
2.	Bransford & Johnson (1972)	<input checked="" type="checkbox"/> <input type="checkbox"/>				
3.	Marcae et al. (1994)	<input checked="" type="checkbox"/> <input type="checkbox"/>				

KEY TERMS TO DEFINE

	Term	Definition
1.	Schema	Cognitive structures that organise our knowledge of events, objects, ourselves and others.

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2.	Scripts	Provide information about the sequence of events that occur in particular contexts (e.g. going to a restaurant, visiting the dentist, attending class).
3.	Self-schemas	
4.		
5.	Schema Theory	

STRUCTURE

	Headings	Paragraph Key Idea
1.	Introduction	Assess the importance of schema theory
		Look at research for and against schema theory
		Explain the strengths and limitations of this research and schema theory in general.
2.	Schemas	Define, explain what schemas are. Use picnic example and diagram
		Define the three different types of schemas. Use examples to illustrate
		Explain how schemas allow us to form expectations
		Outline the 4 functions that schemas perform – the good
		Distortions and mistakes – the bad
		Advantages and disadvantages
		Schema theory
3.	Bartlett (1932) War of the Ghosts	Intro and Aim
		Procedure
		Results and conclusion
		Evaluation
4.	Bransford & Johnson (1972)	Intro and Aim
		Procedure

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		Results and conclusion
		Evaluation
5.	Marcae et al. (1994)	Intro and Aim
		Procedure
		Results and conclusion
		Evaluation
6.	General evaluation of schema theory	Most of the time people do remember accurately
		Concept a little vague (Cohen, 1993)
		Positives – reconstructive effect of schemas on memory AND lots of supporting evidence
7.	Conclusion	Useful in explaining many cognitive processes
		Reconstructive nature of memory, for example in eyewitness testimony
		Stereotyping, Gender, Culture, etc.

ANSWER

Answer the question here

MR BURTON'S CHECKLIST

	Things I'm looking for:	Comment
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Command term addressed in answer	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Concepts and theory present and accurate	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Research relevant and well discussed	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	All key terms defined	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Well structured	

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☑ ☒	Introduction	
☑ ☒	Conclusion	

Marks Level descriptor

Section A: Knowledge and comprehension markbands		
Marks	Level descriptor	Actual mark
0	The answer does not reach a standard described by the descriptors below.	
1 to 3	The answer demonstrates limited knowledge and understanding that is of marginal relevance to the question. Little or no psychological research is used in the response	
4 to 6	The answer demonstrates limited knowledge and understanding relevant to the question or uses relevant psychological research to limited effect in the response.	
7 to 9	The answer demonstrates detailed, accurate knowledge and understanding relevant to the question, and uses relevant psychological research effectively in support of the response.	

Section B: Evidence of critical thinking: application, analysis, synthesis, evaluation markbands		
Marks	Level descriptor	Actual mark
0	The answer does not reach a standard described by the descriptors below.	
1 to 3	The answer goes beyond description but evidence of critical thinking is not linked to the requirements of the question.	
4 to 6	The answer offers appropriate but limited evidence of critical thinking or offers evidence of critical thinking that is only implicitly linked to the requirements of the question.	
7 to 9	The answer integrates relevant and explicit evidence of critical thinking in response to the question.	

Section C: Organization markbands		
Marks	Level descriptor	Actual mark

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0	The answer does not reach a standard described by the descriptors below.	
1 to 2	The answer is organized or focused on the question. However, this is not sustained throughout the response.	
3 to 4	The answer is well organized, well developed and focused on the question.	
		Total mark /22
Comment		