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written by candidate may vary but the examiner may try

SUMMER 2013 EXAMINATION MODEL ANSWER

Summer 2013 GCE Psychology (6PS01/01) Edexcel and BTEC Qualifications
... 8 7 12 10 4 6 1 Answer Mark A 6 B 7 C 8 D 10 (1 AO3) Question
Number ... C The theory was put forward by Craik and Lockhart (1972).
D A memory trace can be activated by a retrieval cue.

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Entwisle, Alexander, and Olson's "faucet theory" offers an explanation
as to why lower-income students might learn less over the summer
compared to higher-income students. 6 According to the ...

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The University of Chicago Law Review's third issue of 2013 features articles and essays from internationally recognized legal and policy scholars, as well as extensive student research on cutting-edge topics. Contents include: ARTICLES * Tortfest, by J. Shahar Dillbary * Judging the Flood of Litigation, by Marin K. Levy * Unbundling Constitutionality, by Richard Primus * When Nudges Fail: Slippery Defaults, by Lauren E. Willis COMMENTS * The Firearm-Disability Dilemma: Property Insights into Felon Gun Rights * Pleading in Technicolor: When Can Litigants Incorporate Audiovisual Works into Their Complaints? * Fun with Numbers: Gall's Mixed Message regarding

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Variance Calculations * The Availability of Discovery Sanctions for Violations of Protective Orders * Corruption Clarified: Defining the Reach of "Agent" in 18 USC § 666 * Extra Venues for Extraterritorial Crimes? 18 USC § 3238 and Cross-Border Criminal Activity * A Historical Approach to Negligent Misrepresentation and Federal Rule of Civil Procedure 9(b) REVIEW ESSAY * Commons and Growth: The Essential Role of Open Commons in Market Economies, by Yochai Benkler The University of Chicago Law Review first appeared in 1933, thirty-one years after the Law School offered its first classes. Since then the Law Review has continued to serve as a forum for the expression of ideas of leading professors, judges, and practitioners, as well as student-authors ... and as a training ground for University of Chicago Law School students, who serve as its editors and contribute original research. Principal articles and essays are authored by internationally recognized legal scholars. Quality eBook editions feature active Contents, linked footnotes, and linked URLs in notes.

Pragmatism attends to the practical outcomes of what we think and do, the social community in which we practice, and the bases of experience to inform our ideas and practices. Practice theories help explain what we do as complex systems of activity. Together, pragmatism and practice theories help broaden our understanding of the nature of

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engineering work as a social practice having important consequences for individuals and society. The practical nature of engineering embedded in our complex social and community systems is emphasized. Of all the pragmatists John Dewey's influence on education has been the most profound. He promoted social democracy in education. Although he founded experimental schools with this as their goal of major interest, to engineering educators his promotion of problem solving through a form of inquiry is his major attraction. Its modern embodiment is problem-based learning. It requires teachers to become facilitators of learning rather than transmitters of knowledge. How, within the framework of a traditionally oriented curriculum Dewey's epistemology of inquiry-based learning might be introduced is discussed. Lonergan's basic method of the human mind underlying specialized methods offers a basis for a unified theory and pedagogy of engineering. It also provides for a conception of engineering that gives due recognition to its ethical character and to the need for engineering virtues. This knowing-based view of engineering, focused on "engineering insight," provides the basis for a core, discipline-neutral approach to engineering. It proposes an engineering education centered on norms inherent to the knowing process, specifically attentiveness and intentionality. These norms in turn provide a source for defining and developing engineering virtues and character.

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Tracking the evolution of digital technology is no easy task; changes happen so fast that keeping pace presents quite a challenge. This is, nevertheless, the aim of the Digital Enlightenment Yearbook. This book is the third in the series which began in 2012 under the auspices of the Digital Enlightenment Forum. This year, the focus is on the relationship of individuals with their networks, and explores “Social networks and social machines, surveillance and empowerment”. In what is now the well-established tradition of the yearbook, different stakeholders in society and various disciplinary communities (technology, law, philosophy, sociology, economics, policymaking) bring their very different opinions and perspectives to bear on this topic. The book is divided into four parts: the individual as data manager; the individual, society and the market; big data and open data; and new approaches. These are bookended by a Prologue and an Epilogue, which provide illuminating perspectives on the discussions in between. The division of the book is not definitive; it suggests one narrative, but others are clearly possible. The 2014 Digital Enlightenment Yearbook gathers together the science, social science, law and politics of the digital environment in order to help us reformulate and address the timely and pressing questions which this new environment raises. We are all of us affected by digital

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technology, and the subjects covered here are consequently of importance to us all.

Global capitalism is affected by the malaises of stagnation, financial fragility, increased income inequality, growing wealth concentration at the top, and a vanishing fair social contract. This book focuses on the incidence of these phenomena in the US, UK, Greece, Spain, Chile, South Africa, Australia, China, and other countries. The book looks at the effects of IMF-ECB led austerity policies in Europe. The book examines concrete country and global conditions combining theory, country studies, historical evidence, and international comparative analysis. The book also proposes new policy priorities to restore stability, reduce inequality, and consolidate democracy in 21st century capitalism.

Leading academics from around the world, who specialize in analysing maritime strategic issues, deliberate the impact of the American 'pivot' or 're-balance' strategy, and the 'Air-Sea Battle' operational concept, on the maritime power and posture of a number of selected states. Intending to strengthen US economic, diplomatic, and security engagement throughout the Asia-Pacific, both bilaterally and multilaterally, the re-balance stands out as one of the Obama

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administration's most far-sighted and ambitious foreign policy initiatives.

Despite recent strides in neuroscience and psychology that have deepened understanding of the brain, consciousness remains one of the greatest philosophical and scientific puzzles. The second edition of *Theories of Consciousness: An Introduction and Assessment* provides a fresh and up-to-date introduction to a variety of approaches to consciousness, and contributes to the current lively debate about the nature of consciousness and whether a scientific understanding of it is possible. After an initial overview of the status and prospects of physicalism in the face of the problem of consciousness, William Seager explores key themes from Descartes – the founder of the modern problem of consciousness. He then turns to the most important theories of consciousness: identity theories and the generation problem higher-order thought theories of consciousness self-representational theories of consciousness Daniel Dennett's theory of consciousness attention-based theories of consciousness representational theories of consciousness conscious intentionality panpsychism neutral monism. Thoroughly revised and expanded throughout, this second edition includes new chapters on animal consciousness, reflexive consciousness, combinatorial forms of panpsychism and neutral monism,

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as well as a significant new chapter on physicalism, emergence and consciousness. The book's broad scope, depth of coverage and focus on key philosophical positions and arguments make it an indispensable text for those teaching or studying philosophy of mind and psychology. It is also an excellent resource for those working in related fields such as cognitive science and the neuroscience of consciousness.

In a time of too many graduates for too few jobs, and in a context where applicants have similar levels of educational capital, what other factors influence graduate career trajectories? Based on the life history interviews of graduates and framed through a Bourdieusian sociological lens, *Culture, Capitals and Graduate Futures* explores the continuing role that social class as well as cultural and social capitals have on both the aspirations and expectations towards, and the trajectories within, the graduate labour market. Framed within the current context of increasing levels of university graduates and the falling numbers of graduate positions available in the UK labour market, this book provides a critical examination of the supposedly linear and meritocratic relationship between higher education and graduate employment proposed by official discourses from government at both local and national levels. Through a critical engagement with the empirical findings, *Culture, Capitals and Graduate Futures* asks

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important questions for the effective continuation of the widening participation agenda. This timely book will be of interest to higher education professionals working within widening participation policy and higher education policy.

To some in academia, Massive Open Online Courses are a paradigm shift in online education, while others perceive them as a threat to traditional styles of pedagogy. In this regard, the time-honored model of the university lecture is seen as being a potential casualty of the rise of MOOCs. *Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future* provides insight into the emerging phenomenon of MOOCs as a design manual for the course designer with a collection of chapters that deal with all facets of the MOOC debate. Industry training developers, corporate trainers, educators, post graduate students, and others will benefit from the information provided in this book.

CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition. The liberal arts are under attack. The governors of Florida, Texas, and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts, and they seem to have an unlikely

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ally in President Obama. While at a General Electric plant in early 2014, Obama remarked, "I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." These messages are hitting home: majors like English and history, once very popular and highly respected, are in steep decline. "I get it," writes Fareed Zakaria, recalling the atmosphere in India where he grew up, which was even more obsessed with getting a skills-based education. However, the CNN host and best-selling author explains why this widely held view is mistaken and shortsighted. Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders' vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education. Zakaria argues that technology is transforming education, opening up access to the best courses and classes in a vast variety of subjects for millions around the world. We are at the dawn of the greatest expansion of the

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idea of a liberal education in human history.

This book is the first comprehensive and systematic introduction to the linguistics of humor. Salvatore Attardo takes a broad approach to the topic, exploring not only theoretical linguistic analyses, but also pragmatic and semantic aspects, conversation and discourse analysis, ethnomethodology, and interactionist and variationist sociolinguistics. The volume begins with chapters that introduce the terminology and conceptual and methodological apparatus, as well as outlining the major theories in the field and examining incongruity and resolution and the semiotics of humor. The second part of the book explores humor competence, with chapters that cover semantic and pragmatic topics, the General Theory of Verbal Humor, and puns and their interpretation. The third part provides an in-depth discussion of the applied linguistics of humor, and examines social context, discourse and conversation analysis, and sociolinguistic aspects. In the final part of the book, the discussion is extended beyond the central field of linguistics, with chapters discussing humor in literature, in translation, and in the classroom. The volume brings together the multiple strands of current knowledge about humor and linguistics, both theoretical and applied; it assumes no prior background in humor studies, and will be a valuable resource for

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students from advanced undergraduate level upwards, particularly those coming to linguistics from related disciplines.

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