

Psychology

General Certificate of Secondary Education

Unit **B541**: Studies and Applications in Psychology 1

Mark Scheme for June 2012

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Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations in scoris

The following annotations are available:

Annotation	Meaning
	Correct response
	Incorrect response
	Unclear/needs explanation
	Banded down
	Benefit of doubt
	No benefit of doubt
EXP	Expansion of a point
	Irrelevant
E	Evaluation
	Knowledge and understanding
	Vague
/	Separate part of response
	Something is missing from response

Highlighting is also available to highlight any particular points on the script.

Questions 18 and 22 should be annotated with KU and E to show the allocation of AO1 and AO2/3 marks respectively. Please also use downward to show when a response has been banded.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>1 mark for each correctly matched box as shown below.</p>	2	For each additional line drawn (above 2) subtract 1 mark.	2 x AO1 F-G F-G
2	(a)	1 mark for 'giving a coin to a stranger' or a similarly worded response.	1	<p>Do not credit responses which simply refer to obedience e.g. 'to obey an order'.</p> <p>The key reference is the coin, but there must also be some sense of giving it over, rather than paying for something e.g. own parking.</p> <p>'Dime' and 'money' are acceptable substitutes for coin.</p>	1 x AO2 F-G
	(b)	1 mark for reference to 'guard'.	1	<p>Credit first answer only.</p> <p>Do not accept alternatives e.g. 'policeman's (uniform)'.</p>	1 x AO2 F-G

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	1 mark for reference to 'civilian'.	1	Credit first answer only. Do not accept alternatives e.g. 'everyday clothing'.	1 x AO2 F-G
	(d)	1 mark for '3' or 'three'	1		1 x AO2 F-G
3		<p>1 mark for each correctly ticked box as indicated below.</p> <p>The study was culturally biased. <input checked="" type="checkbox"/></p> <p>The study took place in an artificial setting. <input type="checkbox"/></p> <p>The study did not have consent from participants. <input checked="" type="checkbox"/></p> <p>The study only used female confederates. <input type="checkbox"/></p> <p>The study only tested one type of task. <input type="checkbox"/></p> <p>The study lacked control of environmental variables. <input checked="" type="checkbox"/></p>	3	For each additional box ticked (over 3) minus 1 mark.	3 x AO3 F-G F-G C-E

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>1 mark for each brief, relevant evaluative comment, or up to 3 marks for one elaborated evaluative comment, or a combination of both. Evaluation points may focus on the role of dispositional factors, the ecological validity of research evidence, the lack of control of variables influencing obedience.</p> <p>e.g. 'This explanation ignores individual differences (1). An individual's disposition more than situation may influence whether they obey or not (1). For example, someone with an authoritarian personality will obey authority regardless of whether they face punishment or not (1).'</p> <p>e.g. 'This theory ignores personality factors (1). It's also difficult to test without raising ethical issues with regard to the discomfort involved in manipulating behaviour (1). In addition, situations often have to be set up meaning the theory is based on artificial evidence (1).'</p>	3	<p>Candidate can be credited for the general point about ignoring individual differences and then earn further marks for explaining specific examples of this e.g. effect of personality, mood, gender, etc.</p> <p>It is acceptable to evaluate this theory through the research evidence on which it is based – mainly evidence which is unethical and lacks validity – however if this is all the candidate does then it must be clearly related back to the theory to earn full marks otherwise credit a maximum of 2.</p> <p>If candidate identifies ecological validity as an issue then it must be related to testing obedience for more than 1 mark i.e. do not give further credit for simply defining the term.</p> <p>If candidate identifies ethical issues then they must identify specific issues which relate to difficulties investigating obedience before earning marks i.e. do not simply credit 'it is unethical' or similar, but do credit e.g. 'the theory is based on research that causes distress to participants'.</p>	<p>3 x AO2 A*-B A*-B A*-B</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Although it is not strictly correct to say the <i>theory</i> lacks ecological validity or the <i>theory</i> causes distress and discomfort etc – where a candidate does this (and nothing else) a maximum of 1 mark regardless of the number of points made in this way.</p> <p>NB Evaluation points can be positive as well as negative.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>1 mark for identifying a means of either promoting obedience e.g. use of punishment & reward, establishing a hierarchy of power, use of uniform, use of rules - or reducing obedience e.g. breaking consensus, facing consequences of blind obedience.</p> <p>Plus 1 mark for a brief explanation of the chosen application e.g. 'making soldiers face the consequences of their blind obedience (1) makes them take more responsibility for their actions (1)' Or plus 2 for a more developed explanation of the chosen application e.g. 'putting prison inmates or school children in uniform (1) makes them more likely to obey because their identity is taken away (1) as is their personal responsibility for their actions (1)'.</p> <p>NB There are no marks here for identifying the context e.g. prisons, schools, policing but for candidate to score above 1 mark there has to be some contextualisation.</p>	3	<p>If more than one means of application is offered then credit best response.</p> <p>For full marks, there must be a explicit relationship to obedience i.e. it clearly shows how obedience would be increased or decreased.</p> <p>If candidate offers punishment & reward of obedience/defiance as their application this can be credited as one (as in operant conditioning) but if separate marks are awarded for an explanation of how punishment works and how reinforcement works, the explanations have to be suitably distinct and not repeating one another.</p> <p>If candidate offers use of uniform as their application it is acceptable to credit as one technique even if they describe how it works differently depending on who is wearing it e.g. for guards it signifies authority (1) and for prisoners it leads to loss of identity (1).</p>	<p>3 x AO2 C-E A*-B A*-B</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
6	1 mark for inserting encoding (or a derivation of this) in the second box. 1 mark for inserting output (or a derivation of this) in the last box.	2	Do accept 'coding' instead of 'encoding'.	2 x AO1 F-G F-G
7	(a)	1		1 x AO2 F-G
	(b)	1		1 x AO2 F-G
	(c)	1		1 x AO2 F-G
8	(a)	3	Be careful to only credit descriptions of <i>forgetting</i> and do not award marks where candidate describes how remembering happens e.g. 'we need to rehearse things to get them into LTM' Rule of thumb: <ul style="list-style-type: none"> • 1 mark for lack of processing (e.g. lack of rehearsal/attention/use/practice) • 1 mark for reference passing of time • 1 mark for another word/phrase for decay e.g. fade, break down 	3 x AO1 F-G C-E A*-B If full marks are to be awarded then explanation needs accuracy, detail and coherency.

Question			Answer	Marks	Guidance	
					Content	Levels of response
					However, also credit the idea that decay makes information unavailable e.g. no longer there, gone for good, needs to be re-learned, not transferred to LTM (if referred to STM in the first instance).	
	(b)	<p>1 mark for a brief or basic response e.g. 'when memory gets overloaded', 'information gets pushed out'</p> <p>2 marks for a more detailed and developed response e.g. 'when memory gets overloaded (1) then some information gets pushed out (1)'</p> <p>3 marks for a detailed and developed explanation e.g. 'displacement occurs because short term memory had a limited capacity (1) and so when it is full (1) usually older information is shunted out by newer information (1)'.</p>	3	<p>Be careful to only credit descriptions of <i>forgetting</i> and do not award marks where candidate describes how remembering happens e.g. 'if we chunk information we can remember more'</p> <p>Rule of thumb:</p> <ul style="list-style-type: none"> • 1 mark for reference to limited capacity – either literally e.g. lack of space, or for implied e.g. STM only has space for 7 bits of data • 1 mark for reference to new replacing old e.g. 'first in first out' • 1 mark for another word/phrase for displacement e.g. shunted out, pushed out, etc <p>However, also credit the idea that displacement makes information unavailable e.g. no longer there, gone for good, needs to be input again, etc</p>	<p>3 x AO1 C-E C-E A*-B</p> <p>If full marks are to be awarded then explanation needs accuracy, detail and coherency.</p>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Do credit limited capacity and overloading/filling up as separate ideas.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>For each criticism; 1 mark for a brief or basic response e.g. 'it ignores individual differences', 'evidence for it lacks ecological validity', 'it ignores the fact we give things meaning to remember them' Or 2 marks for a more elaborated criticism e.g. 'the model does not account for the fact that some events go straight to LTM without rehearsal (1) because they are significant and have meaning (1)', 'critics argue that the idea of one LTM is too simplistic (1) and suggest there are different types of long term stores for different types of memories (1)'.</p>	4	<p>Be careful not to double-credit criticisms that overlap e.g. 'it over-emphasises rehearsal (1) because not all information in LTM had to be repeated to get there (1)' and 'it ignores that role of meaning (1) which might be more important than mere rehearsal (1)'</p> <p>Do mark the question as a whole, so a response may not be credited in part 1 but there may be two distinct criticisms in part 2 where both can be credited and vice-versa. Similarly, responses to 1 and 2 may be put together to give one criticism. However do not award more than 2 marks for any one criticism.</p> <p>Do not credit statements which are essentially descriptive e.g. 'the model says information has to be rehearsed' rather than analytical e.g. 'the model overemphasises rehearsal'</p> <p>Do not credit the idea the model is simplistic unless the candidate explains why.</p> <p>Do not credit descriptions of alternative models as a criticism.</p>	<p>4 x AO2 F-G C-E A*-B A*-B</p>

Question		Answer	Marks	Guidance													
				Content	Levels of response												
				Do not credit the idea that the model itself lacks ecological validity on the research on which it is based.													
10	(a)	1 mark for 'because they are responsible for raising the young' or similarly worded response.	1		1 x AO2 F-G												
	(b)	1 mark for 'providing' (or similar) or for 'having many sexual partners' (or similar).	1	Please be careful to only credit examples from the source e.g. do not credit 'aggression'	1 x AO2 C-E												
11		1 mark for each correctly placed term as shown below. <table border="1" data-bbox="369 726 1003 901"> <thead> <tr> <th>Biological Factor</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Chromosomes</td> <td>XY</td> <td>XX</td> </tr> <tr> <td>Gonads</td> <td>Testes</td> <td>Ovaries</td> </tr> <tr> <td>Hormones</td> <td>Testosterone</td> <td>Oestrogen</td> </tr> </tbody> </table>	Biological Factor	Male	Female	Chromosomes	XY	XX	Gonads	Testes	Ovaries	Hormones	Testosterone	Oestrogen	4	NB Only accept the first answer given in each cell. Do accept progesterone as an alternative to oestrogen. Alternative for gonads include reproductive organs, sex organs, sex glands or similar. However, do not credit genitals.	4 x AO1 F-G C-E C-E A*-B
Biological Factor	Male	Female															
Chromosomes	XY	XX															
Gonads	Testes	Ovaries															
Hormones	Testosterone	Oestrogen															

Question		Answer	Marks	Guidance	
				Content	Levels of response
12		<p>1 mark for a brief or basic criticism e.g. 'it ignores the environment', 'it can't explain cross-cultural differences'</p> <p>2 marks for a more detailed and developed response e.g. 'it cannot explain cross-cultural differences in gender roles (1) which should not exist when males and females share the same biological make-up wherever they are in the world (1)', 'the theory implies gender is fixed by biology (1) but this does not explain how an individual's gender may change over time (1)'. 'it does not easily explain how two men with normal chromosomes and similar levels of male hormones (1) can display significantly different behaviours in terms of gender (1)'</p>	2	<p>Please do not credit descriptive statements only e.g. 'it says gender is fixed' but such statements can be back-credited if they are paired with a statement which goes on to make an evaluative point e.g. 'it says gender is fixed (1) but there is evidence that a person's gender can change over the course of their lifetime (1)'</p> <p>It is acceptable to credit the following points;</p> <ul style="list-style-type: none"> • it is not good at explaining (the rise of) androgyny • it focuses too much/only on biological factors <p>Please do NOT credit the following points;</p> <ul style="list-style-type: none"> • it does not explain atypical gender roles • it ignores individual differences • it ignores other theories (without specifying how or why) • it is unreliable/inaccurate (unless candidate says why) 	2 x AO2 F-G C-E

Question		Answer	Marks	Guidance	
				Content	Levels of response
13		<p>1 mark for a feature of the Oedipus complex 1 mark for a feature of the Electra complex 1 mark for a further distinction which must be explicit through use of words such as however, whereas, but, etc e.g. 'Boys lust after their mothers due to the Oedipus complex (1) whereas girls long for a penis (1). This leads to boys fearing their fathers whereas girls fear losing their mother's love (1)' e.g. 'Boys suffer castration anxiety (1) and resolve this by identifying with their fathers whereas girls suffer penis envy (1) and resolve this by identifying with their fathers (1)'</p>	3	<p>Candidate may describe each complex separately without making a clear distinction so this earns a maximum of 2 marks. However, if the two descriptions are separated by a comparative word, the examiner can credit 3rd mark a distinction if there is an obvious one e.g. desire for mother vs desire for penis castration anxiety vs penis envy fear of castration vs fear of losing mother's love identification with father vs identification with mother However, only credit a distinction after the first two marks have been awarded. This means the distinction will have to refer to additional features not already credited.</p> <p>If each complex is attributed to the wrong sex (by name or description) award a maximum of 2 marks..</p> <p>To get credit for fear of father/mother, it must be clear what each sex is fearful of. It must be clear that boys lust/desire mothers rather than simply love/have affection towards to give credit.</p>	<p>2 x AO1 1 x AO2 F-G C-E A*-B</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>It is too general to say girls desire father – for credit it must be more specific e.g. desire father’s penis, desire father to impregnate.</p> <p>Be careful to credit differences not similarities e.g. occurs in phallic stage, identification with <i>same sex</i> parent.</p> <p>Do not credit the idea that boys develop masculine roles and girls develop feminine roles as a distinction because this is what the theory actually explains.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
14		<p>Up to 1 mark for outlining a piece of relevant research e.g. 'boys and girls are born the same', 'males have superior visual spatial skills and females superior verbal skills', etc</p> <p>Up to 3 marks for application(s) (i.e. strategies/policies) arising from such research which may or may not be explicitly linked. If an application is explained particularly well it can earn the full 3 marks.</p> <p>E.g. 'Equal opportunities for the sexes is important in education especially since some psychological research suggests that males and females are born with different aptitudes (1). Use of positive discrimination (1) may lead to boys getting additional help with their literacy because of their less developed verbal skills (1) while girls may benefit from single sex maths classes because of their less developed visual spatial skills (1)'.</p>	4	<p>If the response is general rather than specifying an area of application then limit to 2 marks. However, please note, identifying an area of application (e.g. education, work) does not get a mark in itself.</p> <p>For full marks there needs to be some level of detail on one application. This includes a clear link between the research quoted and the strategy/policy described.</p> <p>It is possible to credit applications without research being quoted as long as examiner is convinced they would arise from psychological research. For example, it would be appropriate to credit strategies to do with equality in promotion or career choice but not equality in pay.</p> <p>Be careful to only credit research that could be considered psychological.</p>	<p>4 x AO2 C-E A*-B A*-B A*-B</p> <p>If full marks are to be awarded then explanation needs accuracy, detail and coherency.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
15	(a)	1 mark for circling 'true'.	1	No marks if both options circled.	1 x AO1 F-G
	(b)	1 mark for circling 'false'.	1	No marks if both options circled.	1 x AO1 F-G
	(c)	1 mark for circling 'true'.	1	No marks if both options circled.	1 x AO1 F-G
16		1 mark for each relevant limitation e.g. culturally biased sample, gender biased sample, response bias, lack of detail due to closed questions, problems with respondents not telling truth, problems with respondents' memories, problems with respondents' insight, etc.	2	Be careful not to double credit points that overlap e.g. respondents may lie, answers may show social desirability. The point about the study being done in <i>only</i> one newspaper, one city, one country is the same point (i.e. cultural bias) unless the candidate elaborates in some way to make the points distinct from one another e.g. 'the study was only done in one city so is culturally biased' and 'the study only used one newspaper which may give an unrepresentative sample' Do mark the question as a whole, so a response may not be credited in part 1 but there may be two distinct criticisms in part 2 where both can be credited and vice-versa.	2 x AO3 F-G C-E

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Do not credit limitations which are essentially descriptive e.g. the problem is they used a questionnaire, more women responded than men, they were a self-selecting sample, etc</p> <p>NB If both points are very weak but difficult not to credit then it is appropriate to award 1 mark overall.</p>	
17		<p>Up to 1 mark for identifying area or areas of application e.g. hospitals, childbirth, nurseries, etc</p> <p>Plus 1 mark for each brief or basic response e.g. 'parents spend more time with children', 'Dads now get involved in childcare', 'children are not left alone in hospitals', 'nursery children are assigned to key workers', etc</p> <p>Up to 4 marks can be given for a detailed and developed response e.g. 'Research shows that skin-to-skin contact can help in the early attachment process (1) immediately after babies are born (1). The opportunity to bond is thought to reduce distress in the child and anxiety in the mother (1). Not only does this benefit the child in the short-term, but it is thought to establish a template for all future relationships (1)'.</p>	4	<p>Candidates can cover more than one area or example of application in their answer, but one of these must have some degree of detail for full marks to be awarded.</p> <p>If response is essentially a series of brief examples then limit to 3 marks.</p> <p>Where candidate attempts to explain an application, only credit where that explanation is reasonable e.g. about strengthening bond, reducing separation protest, dealing with stranger anxiety. It is unlikely that a strategy will be a solution to preventing deprivation/privation.</p>	<p>4 x AO2 F-G C-E A*-B A*-B</p> <p>If full marks are to be awarded then explanation needs accuracy, detail and coherency.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		<p>AO1 marks for concepts such as attachment as an instinctive process, monotropy, critical period, irreversible <i>effects</i> of deprivation and privation.</p> <p>AO2 marks for evaluative comments such as the role of learning in attachment, evidence of multiple attachments, the idea of a sensitive period rather than a critical period.</p>	6	<p>2 AO2 marks can be awarded for one well developed evaluative point.</p> <p>Credit the effects of privation/deprivation rather than definitions of the concepts.</p> <p>Candidates need to demonstrate some understanding of the terms monotropy and critical period to receive credit i.e. they cannot simply name them within the description.</p> <p>The duration of critical period get additional credit to a definition of it.</p> <p>If research evidence is included as part of the response it must be used to support/question the theory not simply described. Do not credit more than study if it provides the same kind of evidence.</p> <p>If candidate offers a study rather than a theory e.g. '44 Thieves', credit those parts of the response which are relevant to Bowlby's theory.</p>	<p>4 x AO1 2 x AO2</p> <p>5-6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear.</p> <p>Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>3-4 marks: There is description of at least one key concept. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief.</p> <p>Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>1-2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical. Evaluation may be present but will be simple and/or brief.</p> <p>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p>
19	(a)		1 mark for arachnophobia.	1	Inaccuracies in spelling acceptable as long as it cannot be mistaken for another phobia.	1 x AO2 F-G
	(b)		1 mark for acrophobia.	1	Inaccuracies of spelling acceptable as long as it cannot be mistaken for another phobia.	1 x AO2 C-E
	(c)		1 mark for social phobia.	1	Inaccuracies of spelling acceptable as long as it cannot be mistaken for another phobia.	1 x AO2 F-G

Question		Answer	Marks	Guidance									
				Content	Levels of response								
20		<p>1 mark for each correct entry in the table as shown below.</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td><i>unconditioned stimulus</i></td> <td>Something that leads to an involuntary reaction.</td> </tr> <tr> <td><i>Conditioned stimulus</i></td> <td>Something that leads to a reaction after an association has been formed.</td> </tr> <tr> <td><i>Unconditioned response</i></td> <td>An instinctive reaction.</td> </tr> </tbody> </table>	Term	Definition	<i>unconditioned stimulus</i>	Something that leads to an involuntary reaction.	<i>Conditioned stimulus</i>	Something that leads to a reaction after an association has been formed.	<i>Unconditioned response</i>	An instinctive reaction.	3		<p>3 x AO1 C-E C-E C-E</p>
Term	Definition												
<i>unconditioned stimulus</i>	Something that leads to an involuntary reaction.												
<i>Conditioned stimulus</i>	Something that leads to a reaction after an association has been formed.												
<i>Unconditioned response</i>	An instinctive reaction.												
21		<p>1 mark for each brief statement made about the theory e.g. phobias are innate rather than conditioned, relationship to survival, the concept of preparedness, the need for a trigger, inheritability of phobias, etc.</p> <p>More than 1 mark can be awarded for a well developed description of a feature e.g. 'Evolutionary theory argues that phobias have been inherited across generations (1) to aid survival which is why fears of potentially dangerous objects and situations are more common (1)' e.g. 'The theory argues that over generations humans have a developed a preparedness (1) to fear life threatening objects and events (1) so only a minor experience with such objects/events will trigger a phobia of them (1)' e.g. 'Previous generations would have an instinctive tendency to fear certain situations (1).</p>	4	<p>Credit no more than 1 mark for concepts associated with instinct e.g. innate/natural/born with/ not learnt/etc</p> <p>Credit no more than 1 mark for concepts associated with survival e.g. avoiding danger/life threatening/etc</p> <p>Do not credit examples unless the raise an additional feature not already described.</p> <p>Although the role of experience plays a part in this theory, it must be clear that it triggers a phobia that there is an instinctive preparedness for.</p>	<p>4 x AO1 F-G C-E A*-B A*-B</p> <p>If full marks are to be awarded then explanation needs accuracy, detail and coherency.</p>								

Question		Answer	Marks	Guidance	
				Content	Levels of response
		If these situations were life threatening then they would avoid danger and live long enough reproduce (1). Through the process of inheritance (1) they would have 'passed on' their readiness to fear making certain phobias more likely to be triggered in future populations (1)'. 		For full marks, there needs to be an outline/understanding of the concept of preparedness.	
22		<p>AO1 marks for reference to features of the study, such as: the aim, the use of experiment case/study, 9-11 month old/baby/infant, establishing of neutral stimulus, pairing of rat & loud bang, 7 trials, the findings, the conclusion.</p> <p>1x AO1 mark can be awarded for a classical conditioning diagram which is accurately applied to the conditioning of 'Little Albert'. However, only credit if not included in the description already.</p> <p>AO3 marks for valid evaluation points such as: unrepresentative sample, issues of ecological validity, ethical issues raised by the study, etc.</p> <p>1 x AO3 mark should be awarded for each distinct evaluative point but a well developed point could earn 2 or more AO3 marks.</p>	10	<p>It is appropriate to credit an evaluation point with more than 1 mark where the expansion of it clearly relates back to the study.</p> <p>Do not credit evaluation points that refer to gender or cultural bias, but do credit age bias.</p>	<p>5 x AO1 5 x AO3</p> <p>8-10 marks: There is a description of the main features of the study which includes procedure and findings. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>4-7 marks: There is a description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1-3 marks: There is a brief reference to one or more key features of the study. Key features may be described in simplistic ways. There may be some attempt at evaluation but it will be weak.</p> <p>Quality of written communication can be basic, using few if any psychological terms.</p> <p>There can be some errors in spelling, punctuation and grammar.</p>

APPENDIX 1

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2			2
2		4		4
3			3	3
4		3		3
5		3		3
6	2			2
7		3		3
8(a)	3			3
8(b)	3			3
9		4		4
10		2		2
11	4			4
12		2		2
13	2	1		3
14		4		4
15	3			3
16			2	2
17		4		4
18	4	2		6
19		3		3
20	3			3
21	4			4
22	5		5	10
Totals	35	35	10	80

Grade Targets for Marks

Question	A*-B	C-E	F-G
1			2
2			4
3		1	2
4	3		
5	2	1	
6			2
7			3
8(a)	1	1	1
8(b)	1	2	
9	2	1	1
10		1	1
11	1	2	1
12		1	1
13	1	1	1
14	3	1	
15			3
16		1	1
17	2	1	1
18	2	2	2
19		1	2
20		3	
21	2	1	1
22	4	3	3
TOTAL	24	24	32

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