

**Psychology**

General Certificate of Secondary Education

Unit **B542**: Studies and Applications in Psychology 2

**Mark Scheme for June 2012**

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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
	Expansion of a point
	Irrelevant
	Evaluation
	Knowledge and understanding
	Vague
	Separate part of response
	Something missing from response

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

*Where work on additional pages has been assessed but not annotated (e.g. because no marks awarded) please indicate pages have been seen using appropriate annotation or comment.*

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>1 mark for each correctly ticked box as shown below;</p> <p>teaching children in key stages <input checked="" type="checkbox"/></p> <p>teaching children in single sex classes <input type="checkbox"/></p> <p>making children wear uniforms <input type="checkbox"/></p> <p>allowing children to learn for themselves <input checked="" type="checkbox"/></p> <p>challenging children's thinking <input checked="" type="checkbox"/></p> <p>punishing bad behaviour <input type="checkbox"/></p>	3	For each additional box ticked over the required three, subtract 1 mark.	3 x AO2 F-G F-G C-E
2		<p>1 mark for each correct entry as shown below;</p> <p>No Stage of Cognitive Development Age</p> <p>1 Sensory-Motor 0 to 2 years</p> <p>2 <b>Pre-Operational</b> 2 to 7 years</p> <p>3 <b>Concrete Operational</b> 7 to 11 years</p> <p>4 <b>Formal Operational</b> 11+ years</p>	3	<p>All terms must include the word 'operational' to be given credit. Accept 'operations' instead.</p> <p><b>Do</b> credit words that are mis-spelt as long as the words could not be interpreted as another word.</p>	3 x AO1 F-G F-G C-E
3		<p>1 mark for a brief or basic criticism e.g. 'stages may not be that fixed', 'people may not go through all of the stages', 'culturally biased'</p> <p>2 marks for a more developed and detailed criticism e.g. 'the stages may not be universal as Piaget suggested (1) showing cultural bias (1)', 'the theory is too descriptive (1) and does not adequately explain the changes in thinking (1)', 'there is no flexibility in the ages at which stages occur (1) and so the theory may be too rigid (1)'.</p>	2	<p>If more than one criticism offered, then credit best one. However, do check to see if separate criticisms can be linked to make one.</p> <p>Do not credit <u>descriptive</u> comments alone e.g. 'Piaget said stages were universal' however it is permissible to <u>back credit</u> such comments if paired with a clear evaluation point e.g. 'Piaget said stages were universal (1) however there is evidence of cultural variations in the rates at which children develop through the stages (1)'.</p>	2 x AO2 F-G C-E

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Be careful not to back credit where the evaluation is simply the reverse of the descriptive statement e.g. 'Piaget said stages of development are fixed but his critics say that the stages are not as fixed as he claimed' (this would only earn 1 mark).</p> <p>Be careful not to credit criticisms of Piaget's <u>research</u> only his <u>theory</u>, unless the criticism applies to both e.g. cultural bias.</p> <p>If an alternative theory is used (e.g. Vygotsky) then it should be used comparatively, rather than merely described, for credit e.g. comparing the role of nature and nurture in cognitive development.</p> <p>Do not credit responses that question the <u>existence/origins</u> of cognitive development, it is the <u>theory</u> of cognitive development that should be evaluated.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>1 mark for each correctly matched box as indicated below;</p>	3	For each additional line drawn besides the three required, subtract 1 mark.	3 x AO2 F-G F-G C-E

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		Credit 1 mark for each relevant feature of the study e.g. aim, sample, variables, controls, procedure, findings, conclusion.	4	<p>To award full marks both <b>procedure</b> and <b>findings</b> need to be covered, but this does not have to be a balanced coverage.</p> <p>On this occasion, <b>do not award a mark for the method</b> of study alone e.g. lab experiment, cross-sectional study, clinical interview.</p> <p><b>NB</b> Although candidates are likely to offer the core study (Piaget's experiment into conservation of number using counters) please be aware that it is permissible to credit any study into this area of research e.g. other Piagetian research such as studies into conservation of volume and mass or 'three mountains' experiment, or alternative studies such as McGarrigle &amp; Donaldson (naughty teddy experiment).</p> <p>If the description of the study is very weak with no obvious features to credit, it is permissible to award 1 mark overall for getting the general idea of a study.</p> <p>It is the <b>description</b> of a study that is being assessed so candidates shouldn't be penalised for not identifying the study by name/date or for getting this part wrong.</p>	<p>4 x AO1 F-G C-E C-E A*-B</p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					If the candidate describes a relevant study but in an anecdotal way (rather than as an empirical study) then award a maximum of 2 marks e.g. if they describe something they have seen in a video, or tests on their own children.	
6			1 mark for each correctly placed term as shown below;  “Humanistic theory says that individuals are <b>unique</b> and different from each other. However, it believes that everyone has <b>free will</b> and the ability to choose their direction in life. This means that everyone has the potential to become their <b>ideal self</b> . “	3		3 x AO1 F-G F-G F-G

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>1 mark for each relevant feature of the theory e.g. personality is:</p> <ul style="list-style-type: none"> <li>• Innate/biological/inherited</li> <li>• Traits are (relatively) fixed/stable/cannot be changed.</li> <li>• People share traits rather than being unique/categorisation of people by traits, etc</li> </ul> <p>More than 1 mark can be awarded if a statement is elaborated to give a description of a theory e.g.</p> <ul style="list-style-type: none"> <li>• 'Eysenck's trait theory argues that everyone's self is made up of <u>two main</u> traits: extraversion and neuroticism (1) but that people show these features to greater or lesser degrees (1) depending on genetic components (1)'.</li> </ul>	3	<p>Candidates are likely to offer <b>Eysenck's theory</b> in their response, but other trait theories should be credited, as should more generic descriptions.</p> <p>Given only 3 marks are available for description, candidates are not expected to give a complete overview of a theory – a partial description is acceptable for full marks.</p> <p>It is not necessary for candidates to be explicit about how the theory contrasts with humanistic ideas but credit can be given where this occurs e.g. trait theories disagree with the idea the individuals are unique.</p> <p>The question is about theory so <b>do not give marks for simply naming or even defining/describing traits eg "If someone is an extravert they are outgoing."</b></p>	<p>3 x AO1 A*-B A*-B A*-B</p> <p>For full marks to be awarded, there must be some level of coherency to the answer.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>1 mark for each brief or basic statement relating to the findings e.g. 'higher self-esteem was reported in pet owners than in non-pet owners', 'pets were found to positively influence self concept in 11 year olds', 'higher autonomy was reported in all pet owners'</p> <p>Or up to 3 marks for a developed or detailed response e.g. 'Van Houtte &amp; Jarvis concluded that pets have the greatest impact on children as they move into adolescence (1) essentially offering unconditional positive regard (1) leading to increased self-esteem compared to non-pet owners (1)'.</p>	3	<p>Credit findings presented in a more <u>quantitative</u> format but be mindful that the command is to 'describe' so such an answer is likely to be limited to 2 marks. e.g. 'In the 6<sup>th</sup> grade, pet owners scored 94.2 on average for self concept whereas non pet-owners scored 83.2'.</p> <p>To award full marks there must be some explicit <b>comparison</b> between <b>pet owners</b> and <b>non-pet owners</b>. If it is implied throughout (e.g. pet owners have higher self-esteem) then award a maximum of 2 marks.</p> <p>NB Findings can include a <b>conclusion</b>.</p>	<p>3 x AO1 F-G C-E A*-B</p> <p>Some level of coherency is required to award full marks.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>1 mark for a brief or basic limitation e.g. 'respondents may not be telling the truth', 'it is not appropriate to quantify complex emotional issues', 'the sample was unrepresentative'.</p> <p>2 marks for a more developed and detailed response e.g. 'the sample was unrepresentative (1) because it only used a small number of ethnic minority students (1)', 'by trying to score difficult concepts such as self esteem (1) the researchers ignore the depth of such concepts (1)', 'results may be invalid (1) because children do not have accurate insight into their selves (1)'.</p>	2	<p>Do not credit <b>descriptive</b> comments alone e.g. 'the study relies on self-report' – candidates must explain <b>why</b> this is a problem before earning marks.</p> <p><u>Ethical issues</u> can be credited (if relevant) but the candidate needs to be explicit about what they are before marks are awarded.</p> <p><b>Do</b> credit the issue of <b>socially desirable responses</b> but <b>do not</b> credit use of the term '<b>demand characteristics</b>' as this is not an experimental study.</p>	2 x AO3 F-G C-E
10		<p>1 mark for identifying a way in which counselling can help people – either in terms of area (e.g. careers guidance), client group (e.g. depressed people), processes (e.g. by showing empathy) or outcomes (e.g. this raises self-esteem).</p> <p>Up to 3 marks can be awarded for identifying ways in which counselling is used.</p> <p>For 4 marks, one of these ways has to be elaborated on e.g. 'by being non-directive (1) the counsellor allows a client to make their own decisions about their future (1)' e.g. 'people with depression (1) need unconditional positive regard to feel better about themselves (1)'</p>	4	<p>Only credit responses which are clearly about counselling rather than about other forms of therapy. In this circumstances, only the <b>client group/outcome</b> may get a mark.</p> <p>Guard against crediting statements which are common sense rather than bedded in psychology.</p> <p>Award a <b>maximum of 1 mark</b> for <b>listing client groups/areas of application</b>.</p> <p>Accept UPR as an abbreviation of unconditional positive regard.</p>	4 x AO2 F-G C-E A*-B A*-B  To award full marks, there needs to be some level of coherency and evidence of psychological understanding.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Or up to 4 marks for elaborating on one way counselling can help people e.g. 'The idea behind counselling is that people essentially help themselves (1) on the basis that they know themselves better than any one else (1). A counsellor is merely a facilitator who helps the client to understand where they are and where they want to be (1) by being a good listener and reflecting the client's own thoughts. (1)'. (1)'			



Question		Answer	Marks	Guidance	
				Content	Levels of response
12	(a)	1 mark for 'fame' or 'seeing it reported in the news' or 'watching video footage on the internet' or a similarly worded response e.g. 'being famous'.	1		1 x AO2 F-G
	(b)	1 mark for 'gangster' or for 'serial killer'.	1		1 x AO2 F-G
13		1 mark for listing one or more relevant traits e.g. impulsiveness, over-optimism, pleasure seeking, lacking feelings of remorse, belief in own invincibility, etc  1 mark for the notion that the personality is atypical/different from normal	2	No marks for simply using the word 'trait' – a relevant example has to be given.  No marks for redefining personality e.g. 'disposition'.  Do not credit explanations of the origins of the criminal personality – the question is asking what it is not where it comes from.	2 x AO1 A*-B A*-B
14		1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a combination of both. Evaluation points may focus on the problems of identifying one criminal gene, lack of evidence for brain dysfunction/differential features, ignoring the role of environment, the effectiveness of the penal system on changing criminal behaviour.	4	Evaluation points can be positive as well as negative.  Do not credit any descriptive comments at all – although description may help to make sense of an evaluation point, it is only the point that earns marks.  Do not simply credit description of alternative theories (e.g. SLT) – alternative theories need to be used in a comparative way (e.g. nature vs nurture) to gain credit.	4 x AO2 C-E A*-B A*-B A*-B

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Do not credit the point that not all criminal parents have criminal children – the biological theory accepts this anyway.</p> <p>Do not credit the point that not all criminals look the same – the biological theory accepts this anyway.</p> <p>If candidate raises the point that there cannot be one gene for crime then award 1 mark but only credit a 2<sup>nd</sup> mark if they give examples of two or more contrasting behaviours (e.g. intelligence vs violence) as opposed to actual crimes (e.g. fraud vs murder).</p>	

Question	Answer	Marks	Guidance
			<div data-bbox="1352 207 1666 239" style="text-align: center;">Content</div> <div data-bbox="1742 207 2011 239" style="text-align: center;">Levels of response</div>
15	<p>1 mark for each brief or basic response e.g. 'punishment stops offenders committing crimes again', 'rehabilitation works on the basis you can change a criminal's behaviour', 'research shows the causes of crime so we may be able to stop it happening in the first place', 'psychologists have contributed to offender profiling'.</p> <p>Up to 4 marks can be given for a detailed and developed response e.g. 'Research shows that punishment can act as a deterrent (1). This is based on social learning theory (1). If people see criminals getting away with offending then they are more likely to copy the offence as its being reinforced (1). However, if criminals are seen to be punished then there is less chance of others doing the same thus reducing crime over all (1)'. e.g. 'Prisons reduce crime in three main ways (1). One is to punish offenders by taking away their freedom reducing the likelihood of offending again. (1) Secondly, prisons give authorities the opportunity to rehabilitate offenders away from the potentially negative influences of their communities. (1) Finally, prisons may prevent crime by deterring other potential offenders who can see the negative consequences of committing crimes. (1)'</p>	4	<p>Although responses are likely to focus on crime reduction, it is acceptable to credit other applications of psychological research eg offender profiling, techniques for interviewing suspects, eye witness testimony, etc.</p> <p>More than one application can be covered.</p> <p>Credit a <b>maximum of 1 mark for listing</b> techniques/applications e.g. crime reduction, prisons, rehabilitation, intervention programmes, TV watersheds, social skills training, token economy, etc. The candidate needs to begin to outline/describe/explain any one these to begin to earn the 2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> marks.</p> <p>If only (relevant) research is quoted with no application to crime then credit a maximum of 1 mark.</p> <p>If applications are general rather than specific to crime then credit a maximum of 2 marks.</p> <p>There must be some evidence of explicit psychological content to award full marks.</p>
			<p>4 x AO2 F-G C-E A*-B A*-B</p> <p>Only credit full marks if the responses is coherent and has some level of depth ie do not credit 4 brief, unconnected statements – although candidates can cover more than one application.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
16	(a)	1 mark for 'showing teeth', 'winking' or 'licking lips'.	1		1 x AO2 F-G
	(b)	1 mark for 'clenching fist', 'showing palms' or 'stroking self'.	1	Be careful not to credit general behaviours e.g. aggression.	1 x AO2 F-G
	(c)	1 mark for 'stroking self'.	1	Do not credit 'stroking' alone.	1 x AO2 F-G
	(d)	1 mark for '50'.	1		1 x AO2 F-G
	(e)	1 mark for identifying one set of bars relate to survival behaviour or similar (e.g. staying alive, avoiding threat) 1 mark for identifying one set of bars relate to reproductive behaviour or similar (e.g. mating, courting, flirting, having sex).	2	Candidates do not have to specify which set of bars relate to which type of behaviour and therefore if response muddles bars and behaviours full marks can still be awarded.  Do not credit aggressive behaviour (or similar) as a substitute for survival behaviour.	2 x AO2 A*-B A*-B

Question		Answer	Marks	Guidance	
				Content	Levels of response
17		1 mark for each brief but accurate limitation e.g. used emoticons rather than real-life faces, faces were viewed as 2D whereas real faces are 3D, artificial conditions for viewing faces, only used students, measures lack construct validity, etc.	3	<p>Be careful not to double credit points that overlap e.g. unrepresentative sample/only used students, lacks ecological validity/faces were artificial.</p> <p>Please be mindful of the fact that candidates may be evaluating the part of the experiment which used real-faces instead of or as well as emoticons.</p> <p>Do <b>not</b> credit <u>cultural bias</u> as a valid evaluation point – the study was cross-cultural so did not aim to represent or generalise to all cultures.</p> <p>Do not credit the statement ‘they <i>only</i> used emoticons’ because the point is that they should have used something instead of emoticons not as well as.</p> <p>Do not credit the point that the sample is small (it was a decent size) nor that there was an imbalance of sexes (it was not significant).</p> <p>It is acceptable to credit the problem of demand characteristics in this particular study.</p>	3 x AO3 F-G C-E A*-B

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		<p>AO1 marks for concepts such as the process of observation (attention), the process of imitation (reproduction), the significance of role models, the role of reinforcement/punishment/motivation, the process of vicarious reinforcement, the concept of identification, the concept of self-efficacy, the process of internalisation.</p> <p>Award 1 mark (max) for one or more examples of cultural variations in non-verbal communication. However to receive credit, the example must identify two cultures and either compare how the same message is communicated differently, or how the same expression/gesture may be interpreted differently.</p>	6	<p>Do not credit separate AO1 marks for reference to non-verbal communication – this should be integrated into the description of theory/concepts.</p> <p>Simply referencing the term ‘non-verbal communication’ does not count as contextualisation – examples need to be at least as specific as facial expression and body language.</p> <p>Do not credit ‘learnt from others’ this is too general/obvious – only credit specific terms.</p> <p>Do not credit examples unless they illustrate a feature which has not already been credited e.g. ‘a person keeps smiling because they are praised for it’ could be a substitute for reinforcement.</p> <p>Do not credit research evidence unless it illustrates a feature not already credited.</p> <p>Credit can be given if the candidate uses the ARRM approach to describing SLT but be aware that attention is similar to observation (so do not double credit) and similarly reproduction is the same as imitation, while motivation links to reinforcement.</p>	<p>6 x AO1 F-G F-G C-E C-E A*-B A*-B</p> <p>5-6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept. <b><i>The theory should be at least partially applied to the learning of non-verbal communication.</i></b></p> <p>Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar are 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. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept. The description of social learning theory can be generic rather than specific.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Reinforcement and punishment can be credited as separate features of the theory but the candidate needs to clearly outline them as separate processes.</p> <p>NB Only credit evaluation if it adds to the description of the theory.</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> <p>1-2 marks: There is a brief reference to one or more concepts.</p> <p>Explanation may be more common sense than technical.</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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
19		<p>1 mark for each correctly matched pair of boxes as shown below;</p>	2	For each additional line drawn over the two required, subtract 1 mark.	2 x AO2 C-E C-E

Question		Answer	Marks	Guidance	
				Content	Levels of response
20		<p>1 mark for each constancy correctly named from colour, shape, size.</p> <p>Plus 1 mark for an appropriate example which illustrates that constancy.</p> <p>e.g.            colour constancy: we know that a white jacket is still the same colour under a blue strobe light even though it looks blue.</p> <p>shape constancy: even though a door appears to change shape as it opens it is still a rectangle.</p>	4	<p>It is possible to credit an example without the constancy being named (or if it is misnamed) as long as it is clear which constancy is being illustrated.</p> <p>If name of constancy and example do not match then credit a maximum of 1 (out of 2) marks.</p> <p>~The example for colour constancy must specify a relevant <b>object</b> (anything with colour), outline why its colour <b>may appear</b> to change (change of lighting) and make it clear that only appears to change but does not in reality.</p> <p>~The example for shape constancy must specify a relevant 3D <b>object</b> (not a sphere), outline why its shape <b>may appear</b> to change (movement of observer, rotation) and make it clear that it only appears to change but does not in reality.</p> <p>~The example for size constancy must specify a relevant object, outline why its size may appear to change (movement of observer/object in terms of distance) and make it clear that it only appears to change but does not in reality.</p>	<p>2 x AO1 2 x AO2            F-G F-G A*-B A*-B</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
21	(a)	1 mark for circling 'true'.	1	If both responses circled then credit 0.	1 x AO1 F-G
	(b)	1 mark for circling 'false'.	1	If both responses circled then credit 0.	1 x AO1 F-G
	(c)	1 mark for circling 'true'.	1	If both responses circled then credit 0.	1 x AO1 C-E
	(d)	1 mark for circling 'false'.	1	If both responses circled then credit 0.	1 x AO1 C-E
22		<p>AO1 marks for reference to features of the study, such as: the aim (to test the role of top down processing in depth perception), sample (9 male college students), setting (field), variables (real-world objects of known size/real-world objects of variable size/geometric cut-outs), measure (estimation of distance of objects from participant), findings (judgements most accurate for distance of real-world objects of standard size), conclusion (support for role of experience in perception).</p> <p>AO3 marks for valid evaluation points such as: small and unrepresentative sample, artificial task, unfamiliar setting, the subjectivity of familiarity.</p>	10	<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> <p>A good conclusion could earn up to 2 x AO1.</p> <p>Do credit reference to 'experiment' in general but not 'field experiment' nor 'lab experiment'.</p> <p>If crediting the sample then at least two features of the sample must be correctly identified (for the 1 mark available). Features include the fact there were nine, they were all male, they were students, they were American, they had good eye sight, they were volunteers/self-selecting. Overlook inaccuracies where two of these are correct.</p> <p>NB The original experiment did get participants to judge size/height as well as distance so this should be credited (however only measures of distance were affected by type of object).</p> <p>Do credit references to 'token invariant' objects and 'token variant' objects.</p>	<p>5 x AO1 5 x AO3 F-G F-G F-G C-E C-E C-E C-E A*-B A*-B A*-B</p> <p><b>8-10 marks:</b> 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 are largely accurate. Meaning is communicated clearly.</p> <p><b>4-7 marks:</b> 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>The set up of the study (i.e. quadrants and objects) may be demonstrated through use of a diagram which can earn a mark in place of an actual description.</p> <p>Certain features – such as the set up in the field or the findings – may be poorly described/expressed. Still give credit unless this is particularly poorly done but do remember that, at the end, it may affect the banding of the essay.</p> <p>If the candidate identifies/labels objects poorly enough to not get credit do not penalise again in the findings (where objects will be named again) as long as findings can be made sense of.</p> <p>Do not credit both an aim and a conclusion which are similarly worded.</p>	<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><b>1-3 marks:</b> 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. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p>

## APPENDIX 1

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		3		3
2	3			3
3		2		2
4		3		3
5	4			4
6	3			3
7	3			3
8	3			3
9			2	2
10		4		4
11		3		3
12		2		2
13	2			2
14		4		4
15		4		4
16		2		2
17		4		4
18			3	3
19	6			6
20		2		2
21	2	2		4
22	4			4
23	5		5	10
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>10</b>	<b>80</b>

## Grade Targets for Marks

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

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