

Psychology

General Certificate of Secondary Education

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

Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Unclear
	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

Subject-specific Marking Instructions**General advice to Assistant Examiners on the procedure to be used**

YOU WILL BE REQUIRED TO MARK PRACTICE AND STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

1. The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
2. An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within scoris, or e-mail.
3. Correct answers to calculations always gain full credit, even if no working is shown (The “Show your working” instruction is to help candidates, who may then gain credit even if their final answer is not correct.)
4. Some questions may have a ‘Level of Response’ mark scheme. Any details about these will be in the Additional Guidance.
5. Where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks. Where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks appropriately.
6. In addition to the award of 0 marks there is a NR (No Response) option in scoris.

Award 0 marks

- if there is any attempt that earns no credit (including copying out the question or some crossed out working)

Award NR (No Response)

- if there is nothing written at all in the answer space
OR
- if there is any comment which does not in any way relate to the question being asked (eg ‘can’t do’, ‘don’t know’)
OR
- if there is any sort of mark which is not an attempt at the question (eg a dash, a question mark)

- 7 **The *Comments* box** will be used by your PE to explain their marking of the practice scripts. Please refer to these comments when checking your practice scripts.

Any questions or comments you have for your Team Leader should be communicated by phone, via the scoris messaging system, or e-mail.

Question		Answer	Marks	Guidance
1		1 mark for each of the following stages: encode/encoding, store/storing/storage, retrieval/retrieve/retrieving, output/outputted/outputting	4	Stages can be named in any order. 4 x AO1 4 x F-G
2	(a)	1 mark for ticking (iii) 'repeated measures'.	1	If more than one box ticked then zero marks. 1 x AO1 1 x C-E
	(b)	1 mark for ticking (ii) 'product being advertised'.	1	If more than one box ticked then zero marks. 1 x AO1 1 x F-G
	(c)	1 mark for ticking (i) 'just a primacy effect'.	1	If more than one box ticked then zero marks. 1 x AO1 1 x A*-B
3	(a)	1 mark for '(to get viewers) to store key messages in (their) long term memory'.	1	Candidates must refer to 'long term memory' but may change verb used eg 'pass into LTM'. 1 x AO2 1 x F-G
	(b)	1 mark for 'repeat the message (a number of times)'.	1	The word 'repeat' is not enough in itself. 1 x AO2 1 x C-E
	(c)	1 mark for 'break information down into chunks' or similar eg chunking, breaking down (into smaller parts)	1	1 x AO2 1 x C-E
	(d)	1 mark for 'a cue' or similar (eg trigger) or 1 mark for 'product displays'.	1	1 x AO2 1 x C-E
	(e)	1 mark for 'attention'.	1	1 x AO2 1 x A*-B

Question	Answer	Marks	Guidance
4	<p>1 mark for recognising there are different levels of processing eg deep vs. shallow, forgetting/remembering depends on the level to which something is processed.</p> <p>1 mark for an outline of at least one type of processing.</p> <p>1 mark for clearly stating what type of processing leads to better/worse recall or higher/lower chance of forgetting.</p>	3	<p>For 3rd point, if candidate makes a bold statement about shallow processing always resulting in forgetting and deep processing always resulting in recall then this is still credit worthy.</p> <p>N.B. A candidate who only focuses on shallow processing could, in theory, earn all 3 marks.</p> <p>2 x AO1, 1 x AO3 1 x A*-B 1 x C-E 1 x F-G</p>
5	<p>1 mark for each correctly placed term as shown below: “Psychologists measure attachment using separation protest and stranger anxiety. If an infant does not mind being separated from their caregiver this means they are likely to have an insecure avoidant attachment.”</p>	3	<p>3 x AO1 1 x C-E 2x F-G</p>
6	<p>1 mark for each brief or basic statement relating to the procedure eg use of love quiz/questionnaire, sample from newspaper readers, checklist for attachment types, closed questioning for details of intimate relationships, etc.</p> <p>Or up to 3 marks for a developed or detailed response eg ‘Hazen & Shaver surveyed (1) American citizens (1) responding to a ‘love quiz’ published in a local newspaper (1).’</p>	3	<p>Do not credit the aim/hypothesis as given in the question.</p> <p>No credit for findings/conclusions of the study.</p> <p>Response must have some coherency to be awarded full marks.</p> <p>Maximum of 2 marks for details of the sample alone eg Americans, newspaper readers, 14-82 year olds, people had to have an intimate relationship.</p> <p>3 x AO1 3x F-G</p>

Question	Answer	Marks	Guidance
7	<p>1 mark for a brief or basic limitation eg 'respondents gave socially desirable answers', 'it was gender biased', 'it was only done in the USA'.</p> <p>2 marks for a more developed and detailed response eg 'it was culturally biased (1) as it was only carried out in one country (1)', 'it was gender biased (1) so results may not generalise to men that reliably (1)', 'rating scales are too simple (1) for measuring something as complex as relationships (1)'.</p> <p>3 marks for a more sophisticated and highly developed response eg 'people would be more likely to respond if they were in a good relationship (1) meaning that bad relationships were under-represented (1) giving a response bias (1)', 'respondents may have poor memories for the childhood attachments (1) which means that results are invalid (1) especially if people with positive experiences of adult relationships are more likely to idealise their pasts (1)'.</p>	3	<p>Do not credit descriptive statements alone eg 'it was done in America', 'more women responded', 'they used closed questions' but do back-credit these statements if they are used as part of an elaborated evaluation point.</p> <p>3 x AO3</p> <p>1 x A*-B</p> <p>1 x C-E</p> <p>1x F-G</p>

Question	Answer	Marks	Guidance
8 (a)	<p>1 mark for identifying a feature that would show the child has experienced deprivation – either by looking at his relationship with his mother (eg to find out if he had bonded with her) or by looking at the effect of her departure (eg clingy behaviour, depression, separation protest).</p> <p>1 mark for identifying a feature that would show the child has experienced privation – either by looking at his relationship with his mother (eg asking if he had been neglected), by looking at the effect of her departure (eg unaffected, indifferent) or the nature of the behaviour problems (eg poor motor skills, poor language development, more extreme/serious effects than deprivation).</p> <p>1 mark for correctly relating each feature to both deprivation <i>and</i> privation.</p> <p>eg ‘they could decide by seeing if Child X is showing signs of separation protest (1) or poor motor skills (1) because the first would suggest deprivation whereas the other would suggest privation (1)’</p> <p>eg ‘the child could be observed to see whether he shows signs of being deprived such as being clingy with the neighbours who have looked after him (1) or being private (1) by recording his use of language when with the social worker (1)’.</p> <p>eg ‘find out whether the boy had been neglected (1) and therefore probably privated as opposed to having bonded with the mother before her departure (1) which would suggest he is suffering more from deprivation (1)’.</p>	3	<p>If the candidate makes a distinction between deprivation and privation but is non-specific or gets them the wrong way around then award a maximum of 2 marks.</p> <p>If the candidate merely suggests looking for different types of behaviour or just asking (eg neighbours) what the mother/child relationship was like then this is not enough for credit.</p> <p>For both features to be credited they need to be suitably distinct eg do not double credit bonding/not bonding, poor motor skills/good motor skills, etc</p> <p>Do credit the idea that the child is 4 years old (passed the critical period) and had time to bond (leading to deprivation). However, it is unlikely that such a response will score beyond 1 mark because there is no obvious alternative explanation that supports privation if the focus is on age.</p> <p>If candidate refers to relevant concepts/ideas but is not directly addressing the question than a maximum of 1 mark.</p> <p>3 x A*-B 3 x AO2</p>

Question		Answer	Marks	Guidance
	(b)	<p>1 mark for identifying an area of application eg hospitals, nurseries, childbirth.</p> <p>Plus up to 2 further marks for either two practices used in that area or for one practice with an explanation.</p> <p>eg 'in hospitals (1) parents are now allowed to stay over with sick children (1) as well as visit them more flexibly than adults (1)'.</p> <p>eg 'in nurseries (1) children are given one key worker rather than being looked after by lots of different staff (1) reducing the likelihood of separation protest (1)'.</p>	3	<p>If candidate attempts to explain the application (eg why parents can stay overnight in hospital) then this is creditworthy but needs to be realistic/feasible eg is not a means of preventing deprivation, but reducing separation protest/stranger anxiety is acceptable.</p> <p>Do not credit initiating/strengthening/weakening bonds as an explanation of an application as too bland/obvious.</p> <p>3 x AO2</p> <p>1 x A*-B</p> <p>1 x C-E</p> <p>1 x F-G</p>
9	(a)	1 mark for 'breaking the rules'.	1	<p>1 x AO2</p> <p>1 x F-G</p>
	(b)	1 mark for 'shift the blame'.	1	<p>1 x AO2</p> <p>1 x F-G</p>

Question	Answer	Marks	Guidance
10	<p>Credit 1 mark for each relevant feature of the study eg sample (pedestrians), location (streets of New York), IV (guard/milkman/civilian uniform), DV (following orders to pick up litter/give coin to stranger/move to other side of post), findings (guard's uniform showed highest level of obedience), conclusion (uniform suggests authority/power to punish).</p> <p>To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.</p>	4	<p>Do not credit aim and method as given in the question.</p> <p>Do not judge candidates on the accuracy of percentages when they are quoting findings – credit should be given for getting the pattern of results correct.</p> <p>A response referring to just one of the tasks (eg picking up litter) and therefore one set of results can still be awarded full marks.</p> <p>To award full marks, response must be coherent, accurate and detailed.</p> <p>4 x AO1</p> <p>1 x A*-B 1 x C-E 2 x F-G</p>

Question	Answer	Marks	Guidance
11	<p>1 mark for a brief or basic limitation eg 'it was culturally biased', 'street variables were not controlled', 'only male confederates were used', 'the study was unethical as participants were not in a position to give consent', etc.</p> <p>2 marks for a more developed and detailed limitation eg 'street variables were not controlled (1) so factors such as weather and crowding may have affected whether someone followed instructions or not (1)', 'the experiment may have caused distress (1) because the participants had the dilemma of deciding to obey a strange command or not (1)'.</p>	2	<p>Do not credit the idea alone of the study being unethical – candidates must explain how or why it is before earning marks. On this basis, two distinct ethical issues could be credited under one limitation.</p> <p>Do not credit descriptive statements alone eg 'the participants didn't know they were being observed' but do back credit as part of an elaborated response eg '...so they were being deceived.'</p> <p>2 x AO3 1 x C-E 1 x F-G</p>
12	<p>1 mark for each brief, relevant evaluative comment, or up to 3 marks for one elaborated evaluative comment, or a combination of both.</p> <p>Evaluation points may focus on the role of dispositional factors, the ecological validity of research evidence for the effect of situational factors, the lack of control of variables influencing obedience.</p> <p>eg 'These factors ignore 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 more (1).'</p> <p>eg 'This theory of situational factors 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 eg effect of personality, mood, gender, etc.</p> <p>Do not credit references to 'personality/disposition' and 'authoritarian personality' as separate marks unless candidate states that authoritarian personalities are <i>more</i> obedient.</p> <p>Examples can be credited but only if clearly comparing situational <i>and</i> dispositional factors.</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>

Question	Answer	Marks	Guidance
			<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 eg 'the theory is based on research that causes distress to participants'.</p> <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>N.B. Evaluation points can be positive as well as negative, but if the candidate asserts that the theory explains obedience well they need to justify this response eg with empirical evidence justification.</p> <p>3 x A*-B 3 x AO2</p>

Question	Answer	Marks	Guidance
13	<p>1 mark for identifying an area of application eg prisons, schools, armed forces or for identifying a group of people who would use the application eg guards, teachers or for a specific technique eg establishing consensus, use of hierarchy, role of punishment, etc.</p> <p>Plus 1 mark for further detail on the application</p> <p>eg 'schools (1) use punishment to establish obedience (1)',</p> <p>eg 'prisoners (1) are given numbers in place of names (1)'</p> <p>Or plus 2 marks for a more detailed description of the application</p> <p>eg 'schools (1) use punishment (1) by putting pupils in detention if they disobey rules (1)',</p> <p>eg 'prisoners (1) are given numbers in place of names (1) as a means of taking away their identity (1)'</p> <p>Or plus 3 marks for a highly detailed description of the application</p> <p>eg 'schools (1) use detentions as a punishment for defiance (1) not only so pupils are less likely disobey if they have experienced negative consequences (1) but because it shows others the consequences of defiance (1)',</p> <p>eg 'prisoners (1) are given numbers in place of names (1) as means of taking away their identity (1) and making them more likely to obey as it is easier for guards to control prisoners on mass (1)'</p>	4	<p>If more than one application is offered then credit best response.</p> <p>If candidate selects a broad application eg prisons, this will allow them to get credit for a number of different techniques used in that context/situation. However, for full marks a list is not enough and at least one technique needs some level of description.</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 a technique is offered with no context then award a maximum of 2 marks.</p> <p>4 x AO2</p> <p>1 x A*-B</p> <p>2 x C-E</p> <p>1 x F-G</p>

Question	Answer	Marks	Guidance
14	1 mark for another word/phrase that describes 'atypical' eg abnormal, unusual, different from normal, not like most other people, etc.	1	<p>The candidate can re-use the word behaviour in their definition.</p> <p>Do not credit 'not typical' nor the word 'different' by itself.</p> <p>1 x AO1 1 x C-E</p>
15	1 mark for writing 'acrophobia' in second row. 1 mark for writing 'social phobia' in third row.	2	<p>Response must include the word phobia for credit.</p> <p>Credit mis-spellings as long as the phobia could not be mistaken for another eg do not credit 'agrophobia' which could be 'agoraphobia' rather than 'acrophobia'.</p> <p>2 x AO2 1 x C-E 1 x F-G</p>
16	1 mark for ticking 2 nd box. 1 mark for ticking 4 th box.	2	<p>For each box ticked over the required two, subtract 1 mark.</p> <p>2 x AO3 2 x F-G</p>

Question	Answer	Marks	Guidance
17	<p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion therapy. Do credit cognitive-behavioural methods as long as there is some reference to behaviour change.</p> <p>1 mark for identifying a behavioural technique, whether by name or by outlining the technique eg 'you make the person face their worst fear'.</p> <p>Plus 1 mark for an outline or additional detail eg 'phobias can be treated by flooding patients (1) which means putting them in their worst possible situation (1)' or 'you can introduce things that people fear (1) and do this step by step making it worse and worse (1)'.</p> <p>Or plus 2 marks for a more detailed outline or a developed response eg 'implosion therapy (1) involves phobics imagining their most feared situation (1) until the form a new association with it (1)'.</p> <p>Or plus 3 marks for a developed and coherent response</p> <p>eg 'systematic desensitisation (1) involves building up an anxiety hierarchy (1) so you can gradually introduce a patient to the object they fear (1). The idea is that they gradually learn to be relaxed in the presence of the object (1)'</p> <p>eg 'if you immerse (1) someone in their worst situation like putting an arachnophobic person in a room full of spiders (1) the theory is that the body cannot maintain a high level of fear and will eventually subside (1) so the patient forms a new association with spiders (1)'.</p>	4	<p>If more than one type of behaviour therapy offered then credit best one.</p> <p>Do not credit examples as part of the description unless they illustrate a feature not already credited eg getting an arachnophobic to stand in a room full of spiders may illustrate the idea of confronting worst possible fear so only one of these would earn the mark.</p> <p>In the case of systematic desensitisation constructing a hierarchy and then relaxing through it are two distinct features.</p> <p>Do not credit outcomes that are cognitive eg 'clients realising fears are irrational' – only credit behavioural changes eg 'clients form a new association between the feared object and relaxation'.</p> <p>4 x AO2</p> <p>2 x A*-B 1 x C-E 1 x F-G</p>

Question	Answer	Marks	Guidance
18	<p>AO1 marks for concepts such as (classical) conditioning/learning (by association)/experience, UCS, UCR, NS, CS, CR, stimulus generalisation, operant conditioning.</p> <p>AO2 marks for evaluative comments such as ignoring role of nature, ignoring the role of thinking, ignoring the significance of indirect experience, the success of therapy.</p> <p>2 AO2 marks can be awarded for one well developed evaluative point, or two single marks for two brief comments.</p>	6	<p>Do not credit evidence as AO2 unless it is <i>used</i> to support/refute theory i.e. do not credit isolated descriptions of studies.</p> <p>Do not credit examples of learnt behaviours unless they illustrate a feature not already credited.</p> <p>NB Candidates are likely to give a behaviourist explanation of <i>phobias</i> but do credit other relevant atypical behaviours eg eating disorders.</p> <p>If candidate describes and evaluates a study eg Watson & Rayner – only credit those points that pertain to the theory itself.</p> <p>If candidates provide a diagram to illustrate the stages of classical conditioning then award a max of 1 mark as long as accurate and clearly labelled. Do not credit if a description is provided as well.</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. The description must be applied explicitly to an atypical behaviour. 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. The description may not apply explicitly to an atypical behaviour.</p>

Question	Answer	Marks	Guidance
			<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. 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> <p>4 x AO1 2 x AO2 2 x A*-B 2 x C-E 2 x F-G</p>

Question		Answer	Marks	Guidance
19	(a)	1 mark for circling 'false'	1	If both responses circled then zero marks. 1 x AO1 1 x F-G
	(b)	1 mark for circling 'false'	1	If both responses circled then zero marks. 1 x AO1 1 x A*-B
	(c)	1 mark for circling 'false'	1	If both responses circled then zero marks. 1 x AO1 1 x C-E
20		1 mark for identifying a feature of the Oedipus complex and relating it to the relevant information from the source. Candidates may offer two from the following: <ul style="list-style-type: none"> • Theo is 5 years old so must be in phallic stage • Theo is not interested in doing things with his father so has not identified with him (yet) • Theo desires his mother as he follows her around when she gets undressed • Theo fears his father (finding out about lust for mother)/castration anxiety so he goes off to play when he is around/avoids him. 	2	If candidate offers more than two features, mark all answers and award the marks for the best features given. 2 x AO2 2 x A*-B

Question	Answer	Marks	Guidance
21	<p>Any combination of the following to give 3 marks:</p> <p>1 mark for recognising that Bruce/Brenda apparently initially adapted to her feminine gender role.</p> <p>1 mark for recognising that Bruce/Brenda felt/behaved in a masculine way at puberty.</p> <p>1 mark for stating that David adopted a masculine gender role after being told about his history.</p> <p>1 mark for a conclusion about the role of nature over nurture (or similar), or idea of gender being decided by sex, or idea that gender is fixed.</p>	3	<p>Do not credit descriptions of the background to the case as findings eg the accidental castration, reassigning Bruce's gender, etc.</p> <p>Gender terms do not have to be used in the response (eg statements can give specific examples of masculine/feminine behaviour) but do not credit vague statements referring to the procedure working/not working.</p> <p>3 x AO1</p> <p>1 x A*-B 1 x C-E 1 x F-G</p>
22	<p>1 mark for a brief or basic limitation of findings eg 'cannot generalise from one case', 'Bruce was caused distress', 'Bruce may have been influenced by the fact he had a twin brother', etc.</p> <p>2 marks for a more developed and detailed response eg 'it is not right to generalise from one case (1) as Bruce may have been particularly masculine which is why it was not possible to raise him as a girl but it may not apply to other boys (1)', 'Bruce's gender was not re-assigned until he was nearly 2 (1) so in this time he may have already established his masculine gender identity (1)', 'the case may not have worked because Bruce's parents obviously knew they had a daughter who had been born a boy (1) so perhaps they never treated him in a truly feminine way (1)'.</p>	2	<p>Do credit limitations which apply to Money's treatment of the case – primarily ethical issues. However, do not simply credit the idea that the study was unethical – the candidate needs to explain how/why to start earning marks. Also, ethical issues should pertain to how Bruce was treated when under investigation not to his actual gender re-assignment. To earn full marks there must be some link between ethics and findings eg 'Bruce was caused distress in an effort to achieve findings (1) because he was constantly under pressure to be observed and interviewed (1)'</p> <p>Don't credit description alone eg 'his parents knew he was really a boy' but do back-credit if the description helps to make sense of the evaluation point that it is paired with.</p> <p>2 x AO3</p> <p>1 x C-E 1 x F-G</p>

Question	Answer	Marks	Guidance
23	<p>The most likely theory to be described and evaluated is the biological theory but do credit descriptions of other relevant theories eg psychoanalytic, social learning theory.</p> <p>If biological theory, AO1 marks for reference to concepts such as: typical chromosome patterns, atypical chromosome patterns, development of gonads, effects of testosterone, effects of oestrogen, brain differences, evolutionary sex roles.</p> <p>If biological theory, AO2 marks for valid evaluation points such as: ignores the effects of environment, the rise of androgynous behaviour, cross cultural differences in gender roles, range of behaviours that occur within a sex where chromosomes are the same and hormone levels similar, changes in gender related behaviour within an individual.</p>	10	<p>Well elaborated evaluation points can score more than 1 x AO2.</p> <p>Do not credit the idea that biological theory cannot explain atypical gender development.</p> <p>If biological theory is described, then only award top band marks where a link is made between biological factors and gender.</p> <p>If psychoanalytic theory is described, then only award top band marks where the candidate refers to identification/internalisation as the means of acquiring gender.</p> <p>If SLT is described there must be some application to the acquisition of gender roles for top band marks.</p>

Question	Answer	Marks	Guidance
	<p>If psychoanalytic theory, AO1 marks for reference to concepts such as: phallic stage, Oedipus complex, Electra complex, castration anxiety, penis envy, identification with same sex parent. <i>NB Be careful not to credit examples given in Q20.</i></p> <p>If psychoanalytic theory, AO2 marks for valid evaluation points such as: unscientific evidence, hard to test, research suggests gender development starts earlier, failure to explain normal gender development in single parent families, etc.</p> <p>If social learning theory, AO1 marks for reference to concepts such as: observation, imitation, identification, role models, vicarious reinforcement.</p> <p>If social learning theory, AO2 marks for valid evaluation points such as: ignores effect of biology, gender is not easily changed, why do people behave in atypical ways when it is punished?, etc</p>		<p>8–10 marks: There is an explanation of at least two key concepts. 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 concepts. 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. 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 concepts. Key concepts may be described in common sense 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> <p>5 x AO1 5 x AO2 3 x A*-B 4 x C-E 3 x F-G</p>

APPENDIX 1: Assessment Objectives Grid (includes QWC)

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

APPENDIX 2: Grade Targets for Marks

Question	A*-B	C-E	F-G
1			4
2	1	1	1
3	1	3	1
4	1	1	1
5		1	2
6			3
7	1	1	1
8(a)	3		
8(b)	1	1	1
9			2
10	1	1	2
11		1	1
12	3		
13	1	2	1
14		1	
15		1	1
16			2
17	2	1	1
18	2	2	2
19	1	1	1
20	2		
21	1	1	1
22		1	1
23	3	4	3
TOTAL	24	24	32

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