

Psychology

General Certificate of Secondary Education

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

Mark Scheme for June 2013

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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.

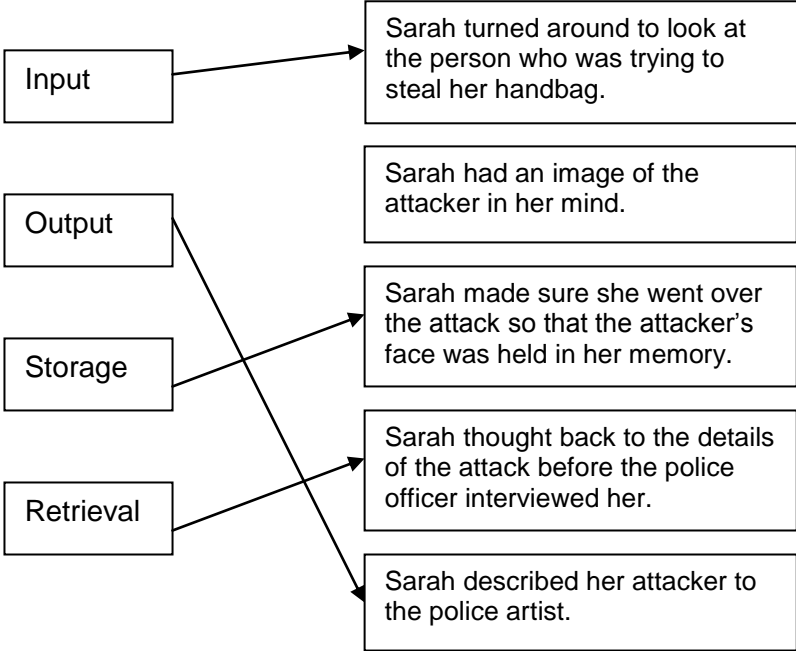
Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Unclear/needs explanation
	Banded down
	Benefit of doubt
	No benefit of doubt
EXP	Credited in another part of the response
	Irrelevant
E	Evaluation
	Knowledge and understanding
	Vague
/	Separate part of response
	Something missing from response

Question	Answer	Marks	Guidance	
1	<p>1 mark for each correctly matched pair of boxes as shown below:</p>  <p>Input → Sarah turned around to look at the person who was trying to steal her handbag.</p> <p>Output → Sarah had an image of the attacker in her mind.</p> <p>Storage → Sarah made sure she went over the attack so that the attacker's face was held in her memory.</p> <p>Retrieval → Sarah thought back to the details of the attack before the police officer interviewed her.</p> <p>Retrieval → Sarah described her attacker to the police artist.</p>	4	<p>Subtract 1 mark for each additional line drawn over the four required.</p>	<p>4 x AO2</p> <p>C-E F-G F-G F-G</p>
2 (a)	1 mark for 'sensory store' or 'sensory buffer'	1	<p>Accept 'sensory' alone.</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO1</p> <p>C-E</p>
(b)	1 mark for 'long term store' or 'long term memory'	1	<p>Accept LTM as abbreviation.</p> <p>Accept 'long term' alone.</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO1</p> <p>F-G</p>

Question	Answer	Marks	Guidance
3	<p>1 mark for a brief or basic response e.g. 'it happens because someone doesn't rehearse information', 'this is when memories fade away'</p> <p>2 marks for a more developed and detailed response e.g. 'information fades away (1) over time (1)', 'this is due to a lack of rehearsal (1) which results in data becoming unavailable (1)'</p> <p>3 marks for a well-developed and detailed response e.g. 'if data is not rehearsed (1) for a period of time (1) then it will become unavailable for use at a later date (1)'</p>	3	<p>If candidate answers using an example give credit where this illustrates the processes involved in forgetting through decay. However, do not just credit examples if they illustrate a point already made and awarded a mark.</p> <p>Do credit descriptions that refer to decay in STM and/or LTM.</p> <p>Do not credit the idea that information <i>disappears</i> as this could apply to availability and accessibility problems.</p> <p>Rule of thumb: 1 mark for another term for decay or recognising info becomes unavailable (e.g., no longer there) 1 mark for lack of rehearsal/use/practice 1 mark for a reference to time/passing of time</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p> <p>3 x AO1 A*-B C-E F-G Response must have some coherency and be accurate to be awarded full marks.</p>

Question	Answer	Marks	Guidance
4	1 mark for each brief or basic statement relating to the procedure e.g. students as sample, repeated measures design, use of TV commercials, required to recall brand names/products, immediate vs delayed recall conditions.	3	<p>For full marks to be awarded, one of the marks must be for clearly identifying the two conditions. Failure to identify the IV limits the candidate to 2 marks (including where only one condition described).</p> <p>Do not credit the method as this is given in the question.</p> <p>Use of commercials earns a maximum of 1 mark regardless of details given on commercials.</p> <p>The sample earns a maximum of 1 mark regardless of the details given about the participants.</p> <p>Do not credit details of the distractor task e.g. its duration, type of task.</p> <p>3 x AO1 A*-B C-E F-G Response must have some coherency to be awarded full marks.</p>

Question		Answer	Marks	Guidance
5	(a)	1 mark for identification of the memory aid whether explicit (e.g. use of cues, imagery, chunking, rehearsal, method of loci) or implicit (e.g. relating one piece of information to another piece by meaning).	1	Please mark Q5 as a whole therefore identifying relevant information in part (b). 1 X AO2 F-G
	(b)	1 mark for applying it to the source i.e. having to remember a list of words. 1 mark for explaining how/why the memory aid works e.g. Chunking "Tess could group the words into meaningful categories (1) so that each word does not take up as much space in memory (1)" e.g. Mnemonic "She could identify the initial letter of each word in the list and then make up a silly rhyme with these initials (1) so that each word in the rhyme acts as a cue (1)" e.g. Cues "Tess could make sure she learns the words in the room that she is to be tested in (1) so that when she does the test the context triggers the information (1)" e.g. Imagery "She could write each word out and draw a picture alongside it (1) so this would double her chance of remembering each word (1)" e.g. Mind Maps "Tess could organise the different words into groups depending on meaning (1) and this would improve recall by mirroring the network used in memory (1)"	2	If description and application do not relate to the memory aid identified then credit part (b) rather than part (a). If more than one memory aid described then credit best response. Please mark Q5 as a whole therefore identifying relevant information in part (a). The candidate is allowed the nature of the language test in a number of ways (e.g. a foreign language vocabulary test, spelling test, learning a list of new words, recalling key words for a topic) but the chosen memory aid should apply to their chosen interpretation. 2 x AO2 A*-B C-E

Question		Answer	Marks	Guidance	
		e.g. Rehearsal "She would repeat the spelling of the words over and over again (1) to transfer each word from STM to LTM (1)"			
6	(a)	1 mark for 'school phobia'	1	If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other. Do credit 'scolionophobia' if offered instead.	1 x AO2 F-G
	(b)	1 mark for 'social phobia'	1	If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2 C-E
7		1 mark for ticking the 1st box 1 mark for ticking the 2 nd box	2	If three boxes ticked, subtract 1 mark. If all boxes ticked, award 0	2 x AO3 F-G F-G

Question		Answer	Marks	Guidance	
8	(a)	1 mark for bird swooping down or similar	1	<p>Do not credit if presented with UCR,CR, CS e.g. 'shocked by bird swooping down'.</p> <p>Do not credit 'bird/seagull' alone nor 'swooping' alone – it has to be the bird (or 'something') swooping down.</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO2</p> <p>A*-B</p>
	(b)	1 mark for being scared/fear/shock	1	<p>Do not credit if presented with UCS,CS,CR e.g. 'fear from bird stealing pasty'</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO2</p> <p>A*-B</p>
	(c)	1 mark for feathers	1	<p>Do not credit if presented with UCR,UCS, CR e.g. 'fear of feathers'</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO2</p> <p>F-G</p>
	(d)	1 mark for fear/phobia	1	<p>Do not credit if presented with UCS, CS e.g. 'fear from shock'</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO2</p> <p>C-E</p>

Question	Answer	Marks	Guidance
9	<p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion. 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 e.g. 'you could make Adam face his worst fear'.</p> <p>Plus 1 mark for an outline or additional detail e.g. 'fear of feathers can be treated by flooding patients (1) for example making a client sit in a pile of feathers (1)' or 'you can introduce things that an individual fears (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. e.g. 'implosion therapy (1) would involve Adam imagining his most feared situation such as being covered in feathers (1) until he forms a new association with it (1)'.</p> <p>e.g. 'you could use systematic desensitisation on him (1) building up an anxiety hierarchy where he may start by looking at a picture of a feather and gradually building up holding a feather (1) learning to relax at each stage he goes through (1)'.</p>	4	<p>If no application to Adam's fear of feathers then limited to 3 marks.</p> <p>If just a brief reference to Adam's fear of feathers e.g. using his name in answer or naming his phobia – then limited to 3 marks.</p> <p>Application to Adam's fear of feathers requires a relevant outline of situation or stimulus that may be used in the therapy or an outcome of the therapy that relates to overcoming a fear of feathers rather than a fear generally.</p> <p>For flooding, the idea of 'facing fear' is not enough but 'facing fear full on' or 'facing fear head on' is acceptable.</p> <p>Be careful not to credit cognitive concepts e.g. "Adam will <i>realise</i> his fear is irrational".</p> <p>3 x AO2 A*-B A*-B C-E F-G</p>

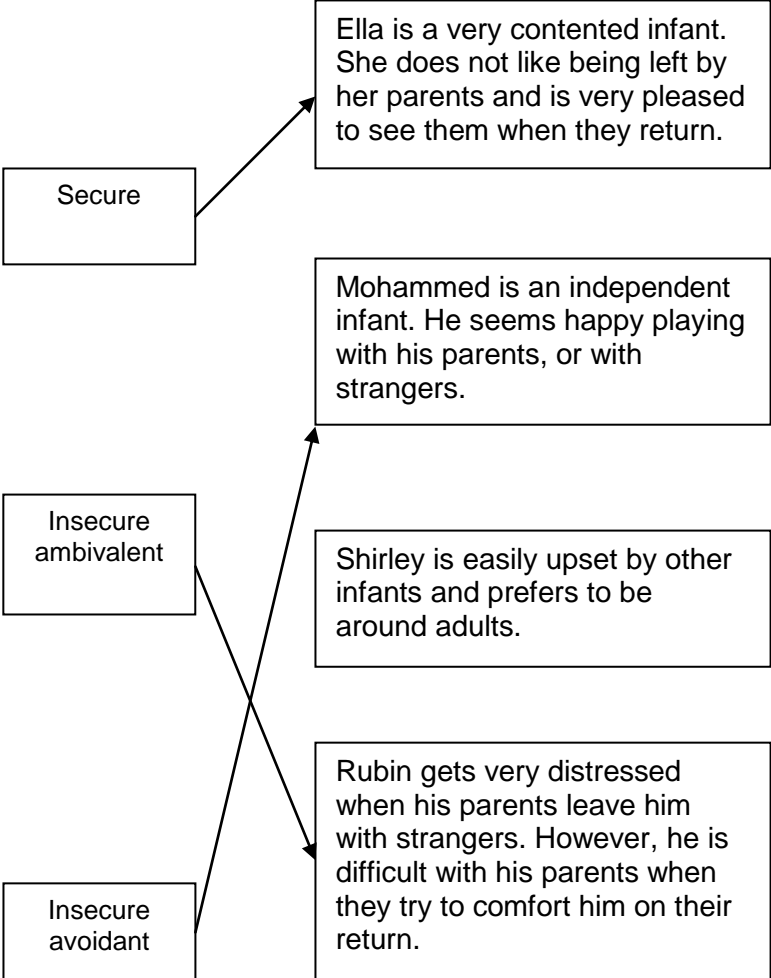
Question	Answer	Marks	Guidance
10	<p>1 mark for each brief but relevant criticism.</p> <p>Criticisms may focus on ignoring thinking/two people experiencing same event but only one getting a phobia/ignoring individual differences, ignoring indirect learning, ignoring role of preparedness/instinct, ignoring the idea of phobias being inherited from parents, the failure of behaviour therapy in some cases, too reductionist, etc.</p>	3	<p>Do assess Q10 as a whole which means criticisms appearing on the same set of lines may be credited as separate points.</p> <p>Please do not double credit criticisms which make the same or a similar point e.g. 'ignores phobias that are instinctive' and 'only focuses on the idea phobias can be acquired'.</p> <p>The idea that no experience/no exposure is needed is creditworthy in itself but please note that this overlaps with ignoring social learning, ignoring evolutionary factors, ignoring heritability – but not all three at the same time so would not 'cancel out' all three criticisms, just one.</p> <p>Do accept statements referring to what other theories would suggest i.e. implicit criticisms e.g. 'it is possible that phobias may be copied from parents'</p> <p>Do not accept criticisms that merely state that behaviourism ignores other theories whether general or specific but accept criticisms that are phrased in the following ways e.g. ignores biological factors, ignores the role of evolution, ignores social learning.</p>

Question		Answer	Marks	Guidance	
11	(a)	1 mark for a definition that refers to both masculine and feminine behaviour <i>and</i> recognises there should be a balance.	1	<p>Do not accept male/female as an alternative to gender terms.</p> <p>Referring to having both/combination/mixture of traits is <i>not</i> enough to imply balance.</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO1</p> <p>A*-B</p>
11	(b)	1 mark for an example that illustrates an individual (of either sex) who displays at least one stereotypically masculine trait/role/interest <i>and</i> one stereotypically feminine behaviour trait/role/interest.	1	<p>Do not credit physical characteristics e.g. 'a man with big muscles who is sensitive'</p> <p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p>	<p>1 x AO2</p> <p>A*-B</p>
12		1 mark for each feature associated with the Electra complex e.g. unconscious process, happens in Phallic stage/age 3 to 6, girls experience penis envy/desire father's penis, penis envy transformed into desire for baby, girls fear losing mother's love, girls feel they have been castrated, girls blame mother for apparent castration, complex resolved through identification with same sex parent/mother.	2	<p>Do not credit reference to girls/females alone but this should be explicit/implicit in the answer for full marks.</p> <p>Only credit identification/internalisation of mother's role but not other processes e.g. association with, copying of, etc</p> <p>Do not credit desiring father only desiring father's penis.</p> <p>Do not credit subconscious only unconscious.</p>	<p>2 x AO1</p> <p>C-E C-E</p>

Question		Answer	Marks	Guidance	
13		<p>1 mark for each correctly placed term as shown below:</p> <p>The biological theory says that males and females have developed different gender roles through the process of evolution. This means that each sex has its own set of chromosomes at conception. This results in males producing more testosterone and females producing more oestrogen. Different levels of hormones have an effect on gender roles.</p>	4	If more than one answer offered in each gap then award zero for that part of the response.	4 x AO1 C-E C-E F-G F-G

Question	Answer	Marks	Guidance
14	<p>1 mark for a brief or basic criticism e.g. it ignores the role of the environment, it does not explain cross-cultural differences in gender roles, it is too reductionist, it is too deterministic</p> <p>2 marks for a more developed and detailed response 'it cannot explain the rise of androgyny (1) because each generation of men and women have the same biological characteristics as the one before (1)', 'it would claim that two normal males with the same levels of hormone would have the same gender (1) yet it is possible for one to be masculine and one to be feminine (1)'</p> <p>3 marks for a highly developed and sophisticated response e.g. 'it is too deterministic (1) because it suggests we have no control over a gender development (1) yet there is evidence of people consciously changing the way they behave – whether it be masculine or feminine (1), 'gender roles are not universal as you would expect if gender was instinctive to each sex (1) since there are many cross cultural differences in the ways men and women behave in society (1) for example in some Native American tribes both men and women were warriors (1)'</p>	3	<p>Description of a feature of the theory (e.g. it says gender is fixed, it says gender is innate) can be back credited when they are related to the criticism that follows (e.g. it says gender is fixed (1) yet evidence suggests that tomboyish girls can become feminine women (1), 'it says gender is innate (1) but this ignores that theory that gender can be learned (1)'</p> <p>Do not over-credit a criticism which is a point repeated (for example by using different terms or by using an example). Further marks should only be awarded for an elaborated criticism.</p> <p>If more than one criticism offered then credit best one.</p> <p>NB Do not credit the idea that it generally does not explain atypical gender development – the theory does.</p>

Question	Answer	Marks	Guidance
15	Credit 1 mark for each relevant feature of the study e.g. background (Bruce lost his penis in an operation that went wrong), methodology (he was observed and interviewed over time, he was raised as a girl), findings (Brenda initially seemed to adopt her feminine gender role, as a teenager she had a masculine gender identity), conclusion (Bruce's biological sex determined his gender rather than his upbringing).	4	<p>To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.</p> <p>Candidates can include the early work of Money in their description but for full marks must acknowledge the findings and/or conclusions of Diamond & Sigmundson.</p> <p>Do not credit aim as partially given in the question.</p> <p>For credit, findings need to make reference to gender whether explicitly or through examples. In other words do not credit vague statements like 'it was working initially' or 'Brenda started having problems in puberty'.</p> <p>Do not credit statements referring to David's penis reconstruction, marrying, adopting children or generally becoming a man again as they do not directly pertain to gender and do not constitute a conclusion.</p>

Question	Answer	Marks	Guidance	
16	<p>1 mark for each correctly matched pair of boxes as shown below;</p>  <p>Ella is a very contented infant. She does not like being left by her parents and is very pleased to see them when they return.</p> <p>Mohammed is an independent infant. He seems happy playing with his parents, or with strangers.</p> <p>Shirley is easily upset by other infants and prefers to be around adults.</p> <p>Rubin gets very distressed when his parents leave him with strangers. However, he is difficult with his parents when they try to comfort him on their return.</p>	3	For each additional line drawn beyond 3 required, subtract 1 mark.	3 x AO2 F-G F-G F-G

Question	Answer	Marks	Guidance	
17	<p>1 mark for a brief or basic limitation e.g. 'there was a response bias', 'people may give socially desirable answers', etc.</p> <p>Or 2 marks for a more developed and detailed response e.g. 'there was a response bias (1) because people with experiences of really bad relationships may be less likely to respond (1)', 'the results lacked construct validity (1) because relationships and attachments are too complex to be measured using quantitative data (1)'</p> <p>Or 3 marks for a highly developed and sophisticated response e.g. 'there was a response bias (1) because people with experiences of really bad relationships may be less likely to respond (1) – this means that findings would not have represented a range of relationships (1)', 'it is culturally biased (1) because it was only carried in the USA (1) – therefore it may be the case that the link between infant attachment types and adult relationships is a Western phenomenon (1)'</p>	3	<p>Do not credit statements which are essentially descriptive e.g. 'it was carried out in America', 'more women responded than men'. Only credit statements which are evaluative e.g. 'therefore it was culturally biased'.</p> <p>Do not simply credit the idea the study/findings are biased, candidate must say how/why to begin to earn marks.</p> <p>Do not credit bland comments about results e.g. 'results are not accurate', 'results will be wrong' but do credit proper use of terms like 'unreliable' and 'invalid'.</p> <p>If more than one limitation offered then credit best one.</p>	<p>3 x AO3</p> <p>A*-B C-E F-G</p>
18	<p>1 mark for identifying one way in which research has been used in real-life e.g. skin-to-skin contact at birth, parents being allowed to stay over when their children are hospitalised, key workers for children in nursery care, etc.</p> <p>1 mark for further explanation of the way identified e.g. 'parents staying over in hospital (1) reduces the chance of separation protest and/or stranger anxiety (1)', 'babies sleep by mothers in maternity wards (1) as this allows the mother to respond instantly to her child's needs (1)', etc.</p>	2	<p>If more than one way identified then credit best one.</p> <p>If two practices have the same goal/outcome (e.g. flexible visiting and overnight stays in hospital) then they can be treated as one way. However, practices cannot be paired just because they are used in the same context.</p>	<p>2 x AO2</p> <p>A*-B C-E</p>

Question			Answer	Marks	Guidance
					<p>Do not credit 'bland' explanations for 2nd mark e.g. 'skin to skin (1) allows bonding to happen' nor incorrect ones e.g. 'parents staying over in hospital (1) stops deprivation occurring'</p> <p>Do not credit 1 mark for simply identifying the area/field/institution in which the application would be occur e.g. hospital (care), nursery (care), etc. However, there needs to be a context for the application for the candidate to be awarded both marks.</p>
19			1 mark for 'stranger anxiety'	1	<p>If more than one answer offered then award zero unless the answers <i>do not</i> contradict each other.</p> <p>1 x AO1 F-G</p>

Question	Answer	Marks	Guidance	
20	<p>The chosen theory is likely to be Bowlby's theory of attachment and the example below reflects this. However do credit other feasible theories using the banding descriptors given in the last column. Such theories may include behaviourist theory or a broader psychodynamic. Do credit Ainsworth's research, or work critical of Bowlby in as far as it is presented as a theory.</p> <p>If Bowlby's theory, AO1 marks for describing concepts such as attachment as an instinctive process, 6 months until attachment happens, monotropy, critical period, infant attachments as template for adult attachments, proposed effects of deprivation and/or privation, irreversibility of effects.</p>	6	<p>For Bowlby: ~Credit the effects of privation/deprivation rather than definitions of the concepts. ~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. ~Max 1 mark for any effects of deprivation. ~Max 1 mark for any effects of privation. ~Do not credit descriptions of privation/deprivation – focus should be on effects.</p> <p>NB If a theory is not named or mis-named then it is still possible to award the full range of marks.</p>	<p>6 x AO1</p> <p>A*-B A*-B C-E C-E F-G F-G</p> <p>5-6 marks: There is an explanation of at least two key concepts. 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. 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. 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. 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>0 marks: No relevant material.</p>

Question		Answer	Marks	Guidance	
21	(a)	1 mark for circling 'true'	1		1 x AO1 F-G
	(b)	1 mark for circling 'true'	1		1 x AO1 F-G
22	(a)	1 mark for '(he thinks it's right to respect) people in power'	1	Can accept the word 'power alone'.	1 x AO2 F-G
	(b)	1 mark for '(trying to) agree with everyone else'	1	Do <i>not</i> accept 'agree' alone.	1 x AO2 C-E
	(c)	1 mark for '(Jirou thinks that he is obedient because of) the country he was raised in'	1	Can accept 'country' alone.	1 x AO2 F-G
23		<p>1 mark for identifying a means of keeping order e.g. use of punishment, establishing a hierarchy of power, use of uniform, etc.</p> <p>Plus 1 mark for a brief explanation of the chosen application e.g. 'making people face the consequences of their actions (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>	3	<p>Only award for full marks if the application is in a clear and specific context e.g. schools, prisons, armed forces.</p> <p>If more than one means of application is offered then credit best response.</p> <p>Use of uniform can be applied to both prisoners and guards (or similar) and count as one application.</p>	3 x AO2 A*-B C-E F-G

Question	Answer	Marks	Guidance
			<p>Use of punishment and reward can be paired together and counts as one application.</p> <p>Use of consensus can be used for both encouraging obedience and discouraging defiance and count as one application.</p> <p>Do not simply credit use of the word 'consensus' as given in an earlier question.</p>

Question	Answer	Marks	Guidance	
24	<p>1 mark for each of any of the following ideas:</p> <ul style="list-style-type: none"> • a definition of personality e.g. a set of traits, a disposition • a definition of 'authoritarian' e.g. obedient towards those in power but intolerant of others seen as inferior • ignores role of situational factors • origins of authoritarian personality e.g. strict parenting • function of authoritarian personality e.g. displacement of anger 	2	<p>Do not credit the first point (defining personality) alone – it must be paired with one of the other points listed. All other points can be credited in isolation.</p> <p>Do not credit any other traits of the authoritarian personality – only those that pertain to obedience. Even then, the candidate must refer to attitudes to both superiors and inferiors.</p>	<p>2 x AO1</p> <p>A*-B A*-B</p>

Question	Answer	Marks	Guidance
25	<p>The chosen study is likely to be Bickman (1974) and the examples below reflect this. However, do credit any other relevant study in the area of obedience – for example any one of the Milgram experiments (using electric shocks), Hofling’s field experiment into obedience amongst nurses, Zimbardo’s prison simulation study, etc.</p> <p>AO1 marks for reference to features of the study, such as: the sample (opportunistic sample of pedestrians), the method (field experiment), the location (streets of New York), the IV (type of uniform), the controls (using same confederates in different uniforms), the DV (% of participants picking up litter, etc.), the findings (people in guard uniform were obeyed more than people dressed as civilians), the conclusion (uniform gives people the appearance of authority leading to higher rates of obedience).</p> <p>AO3 marks for valid evaluation points such as: high ecological validity, lack of control of extraneous variables/effect of extraneous variables, cultural bias, gender bias of confederates, ethical issues, etc.</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. If a point is developed it must be in the context of the study rather than a generic expansion e.g. ‘gender bias therefore cannot apply results to women’ earns 1 but ‘gender bias therefore we don’t know whether pedestrians would obey orders from women in uniform to the same extent’ earns 2.</p> <p>It is enough to credit results where the pattern/trend of obedience between conditions is obvious e.g. where percentages are neither given nor exact.</p> <p>Do credit evaluation points focusing on the date of the study – as a social psychology experiment it could be considered historically biased.</p> <p>Do not simply credit the idea that a study is unethical – to start earning marks the candidate needs to explain how//why the study is unethical.</p> <p>5 x AO1 5 x AO3</p> <p>A*-B A*-B A*-B A*-B C-E C-E C-E F-G F-G F-G</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. 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>

Question			Answer	Marks	Guidance
					<p>If a candidate appears to describe a study viewed online, on TV, etc. then this can receive credit using the criteria given but it is unlikely to score beyond the middle band unless described as a more academic study.</p> <p>Because the topic is Social Psychology, we only credit studies investigating obedience in humans.</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. There can be some errors in Spelling, punctuation and grammar.</p> <p>0 marks: No relevant material.</p>

Question	AO1	AO2	AO3	Total
1		4		4
2	2			2
3	3			3
4	3			3
5		3		3
6		2		2
7			2	2
8		4		4
9		4		4
10		3		3
11	1	1		2
12	2			2
13	4			4
14		3		3
15	4			4
16		3		3
17			3	3
18		2		2
19	1			1
20	6			6
21	2			2
22		3		3
23		3		3
24	2			2
25	5		5	10
Totals	35	35	10	80

Question	A*-B	C-E	F-G
1		1	3
2		1	1
3	1	1	1
4	1	1	1
5	1	1	1
6		1	1
7			2
8	2	1	1
9	2	1	1
10	1	1	1
11	2		
12		2	
13		2	2
14	2	1	
15	1	1	2
16			3
17	1	1	1
18	1	1	
19			1
20	2	2	2
21			2
22		1	2
23	1	1	1
24	2		
25	4	3	3
TOTAL	24	24	32

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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