

GCSE

Psychology

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Correct response
	Incorrect response
	Unclear/needs explanation
	Banded down/capped
	Benefit of doubt
	No benefit of doubt
EXP	Credited in another part of the response (repetition)
	Irrelevant
E	Evaluation
	Knowledge and understanding
	Vague
/	Separate part of response
	Something missing from response

Annotations must be used when assessing the following questions:

5, 6, 9, 10c, 12, 13, 15, 17, 18c, 19, 22, 23, 24

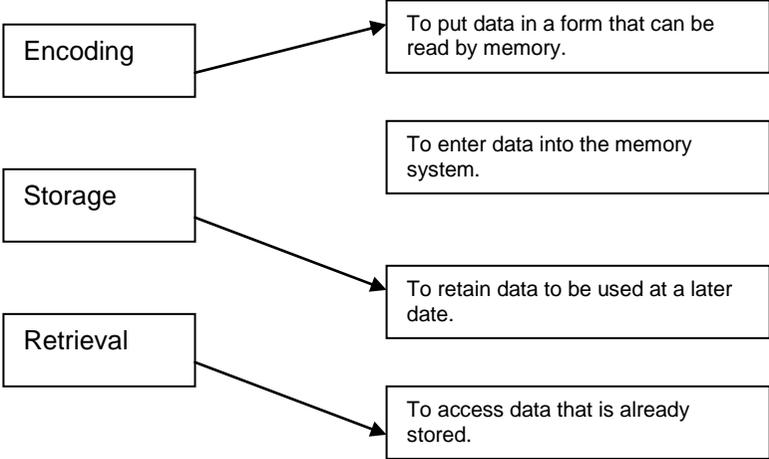
MARK SCHEME

Question	Answer	Marks	Guidance	
1	1 mark for each correct entry in the table as indicated below; Second row: school phobia Third row: acrophobia Fourth row: social phobia	3	Accept other spellings of 'acrophobia' but not where they could be read as a different phobia e.g. 'agrophobia'	3 x AO2
2(a)	1 mark for 'survival'	1		1 x AO2
2(b)	1 mark for 'snakes' or 'dark'	1		1 x AO2
3	1 mark for each correctly placed term as shown below; "Watson & Rayner showed that it is possible to give a child using classical conditioning . They made a baby boy afraid of a rat by associating it with a loud noise."	3		3 x AO1
4	1 mark for ticking 2 nd box. 'One child was not enough to make generalisations.'	1	If more than one box ticked then zero marks.	1 x AO3
5	1 mark for a brief or basic response e.g. 'it ignores nature', 'it doesn't explain how people have phobias of things they have not had contact with' 2 marks for a more developed and detailed response e.g. "it ignores the fact it is possible to have a phobia of an object not directly experienced (1) because that phobia has been imitated instead (1)', 'it ignores the role of thinking (1) as two people can have the same bad experience but only one has the irrational thoughts that turn it into a phobia (1)' For full marks, the answer needs to be in the context of explaining phobias rather than a generic criticism of the theory.	2	Do not credit statements that simply suggest that (some) phobias may not have been learnt (conditioned). Be careful not to give full marks for what is essentially a description of an alternative theory. It is permissible for	2 x AO2

			<p>candidates to use ideas from the earlier source e.g. instinct, survival – but this is unlikely to earn more than 1 mark alone.</p>	
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Question	Answer	Marks	Guidance
6	<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 make Yvonne face her worst fear'.</p> <p>Plus 1 mark for an outline or additional detail e.g. 'phobias can be treated by flooding patients (1) which means putting them in their worst possible situation (1)' or 'therapists can gradually introduce things that Yvonne fears (1) and do this step by step from a picture of snow to actually being outside in snow itself (1)'</p> <p>Or plus 2 marks for a more detailed outline or a developed response e.g. 'implosion therapy (1) would involves her imagining her most feared situation e.g. being in an avalanche (1) until she formed a new association with snow (1)'</p> <p>Or plus 3 marks for a developed and coherent response</p> <p>e.g. 'systematic desensitisation (1) involves Yvonne building up an anxiety hierarchy rating different situations to do with snow on how bad they are (1) so you can gradually introduce her to the situation she fears most (e.g. holding) snow teaching her to relax at each stage (1). The idea is that she is gradually conditioned to be relaxed in the presence of snow (1)'</p> <p>e.g. 'if you immerse (1) someone in their worst situation like Yvonne being covered in a pile of snow (1) the theory is that the body cannot maintain a high level of fear and will eventually subside (1) so the she forms a new association with</p>	4	<p>Context pertains to the phobia of snow. Referring to Yvonne by name does not count as contextualisation for full marks.</p> <p>For flooding, candidates must make it clear that the client faces their worst possible fear or similar (rather than just facing fear) e.g. do accept 'facing fear full on', 'fully confronted with phobic object'.</p> <p>Do not credit 'realising fear is irrational' or similar as outcome is behavioural rather than cognitive.</p> <p>Rule of thumb for flooding:</p> <ul style="list-style-type: none"> • 1 for naming • 1 for facing worst fear • 1 for anxiety to calm • 1 for new association <p>Rule of thumb for systematic</p> <p>4 x AO2</p> <p>Response should be coherent, accurate and detailed to be awarded full marks.</p>

	<p>being in snow (1)'</p> <p>To gain full marks, the candidate must contextualise their answer with reference to Yvonne's phobia. There are no additional marks for this so the reference must be made through one of the features described.</p> <p>If the response is not contextualised then a maximum of 3 marks.</p>		<p>desensitisation:</p> <ul style="list-style-type: none">• 1 for naming• 1 for building hierarchy• 1 for relaxation in stages• 1 for new association	
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Question	Answer	Marks	Guidance	
7	<p>1 mark for each correctly matched box as shown below;</p> 	3	For each line drawn over the 3 required, subtract 1 mark.	3 x AO1
8(a)	Seven bits (of data)	1	Do not credit solely "seven" or "7" Must be taken from source e.g. do not credit 7+/-2 chunks.	1 x AO2
8(b)	(About) 15 seconds	1	Must be taken from source e.g. do not credit 15-30 seconds.	1 x AO2
8(c)	Go over it (again and again)	1		1 x AO2
8(d)	(Stuff gets) pushed out	1		1 x AO2
9	<p>Up to 2 marks for each criticism.</p> <p>1 mark for a brief or basic criticism e.g. 'it ignores the effect of meaning', 'the model is too rigid', 'we may have more than one long</p>	2 x 2	Mark as one question so answers can be credited across parts but no more than 2	4 x AO2

	<p>term store'</p> <p>2 marks for a more developed and detailed response e.g. 'the model is too rigid (1) as it overlooks the differences between our memories (1)', 'the model overemphasises the role of rehearsal (1) as some things seem to pass into my LTM with little effort as they have meaning (1)', 'research into the model tends to lack ecological validity (1) so it may only explain how memory works under artificial conditions (1)'</p>	<p>marks per criticism.</p> <p>Do not credit the idea that the model oversimplifies memory/STM/LTM unless it is suitably justified – only then can this point be backcredited e.g. 'the model oversimplifies STM (1) as it may be more active than passive (1)'. Do not credit the idea that the model itself lacks ecological validity – the point is the research supporting it does.</p>	
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Question	Answer	Marks	Guidance	
10(a)	1 mark for identifying a primacy and recency effect either by name or by description e.g. products/commercials/items were recalled better from the beginning and the end of the presentation.	1	Do not credit 'serial position effect' as this is too generic. If candidate only identifies one of the two effects then no marks.	1 x AO1
10(b)	1 mark for identifying there was only a primacy effect and/or no recency effect by name or by description e.g. participants could only recall the first few adverts well.	1	Do not credit 'there was a primacy effect' (or similar) alone – the candidate must demonstrate that there was <i>only</i> a primacy effect.	1 x AO1
10(c)	1 mark for a brief explanation e.g. 'a distractor task had stopped participants rehearsing data in the second condition', 'items had been pushed out from STM after recall was delayed' 2 marks for a more detailed and elaborated explanation e.g. 'in the immediate recall condition the last few commercials were still in STM (1) but in the delayed recall condition they had been displaced or decayed (1)' 'in the second condition there was no recency effect as the products had either been displaced by information from the distractor task (1) or had decayed in the time it was being done (1)'	2		2 x AO1
11(a)	1 mark for 'true'	1		1 x AO1
11(b)	1 mark for 'false'	1		1 x AO1
11(c)	1 mark for 'false'	1		1 x AO1

Question	Answer	Marks	Guidance	
12	<p>1 mark for each relevant feature of the Oedipus complex e.g. occurs in phallic stage/between 3 and 6 years of age, unconscious process, desire for mother, fear of father/father finding out about boy's lust/ castration, identification process, etc</p> <p>'Boys begin to unconsciously (1) lust after their mothers (1) but fear castration from the father (1). To resolve this conflict, they end the stage by identifying with their fathers (1).'</p>	4	<p>For full marks, the response must include a reference to identification with father or similar e.g. internalisation of father's gender but this could be through description. However do not credit processes such as imitation/association as not directly related to this theory</p> <p>Do not credit weak/vague statements e.g. boys like/are affectionate towards/want to spend time with their mothers. Candidate must clearly convey it is a sexual attraction.</p>	<p>4 x AO1</p> <p>To award full marks, response must be coherent, accurate and detailed.</p>
13	<p>1 mark for a brief and basic limitation e.g. 'he may have been influenced by his twin brother', 'his parents did not raise him as a real girl'</p> <p>2 marks for a more developed and detailed response e.g. 'Bruce's twin brother may have acted as a role model (1) so that the masculine behaviour was imitated rather than a product of nature (1)', 'because Bruce spent the first two years of his life as a boy this may have been</p>	2	<p>Do credit limitations that pertain more to Money's handling of the case e.g. bias, ethical problems.</p> <p>Do not credit the broad</p>	2 x AO3

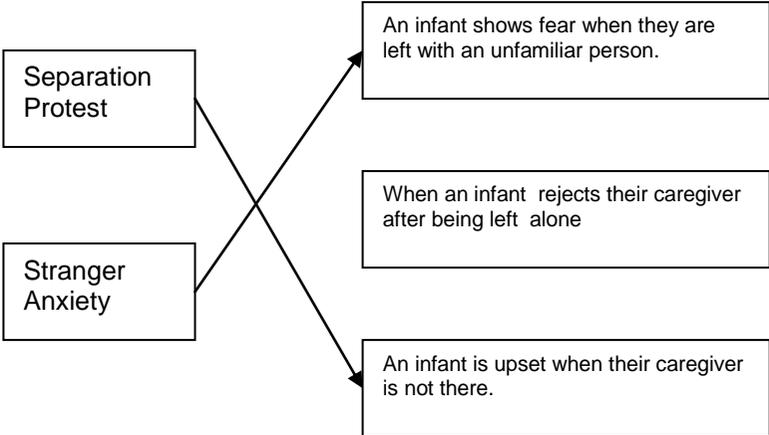
	<p>enough time for his initial upbringing to influence him (1) and so his gender was a result of nurture not nature (1)'</p> <p>For full marks, the limitation must be in the context of the study.</p>		<p>limitation that the study is unethical – the candidate needs to be more specific about how it is before gaining credit.</p> <p>Do not credit limitations which are essentially descriptions e.g. 'his parents knew that he was not really a girl' but such statements can be back-credited if they are used to explain a limitation. e.g. 'therefore they may not have treated him like a true daughter allowing his masculine gender identity to develop'</p> <p><i>Be careful not to credit the problem of sample size/sex bias as this is precluded by the question.</i></p>	
14(a)	Because they may expect to behave differently (if their hormone levels have been changed)	1	Does not have to be verbatim but the word 'expect' (or derivation of it) should be present.	1 x AO2

Question	Answer	Marks	Guidance	
14(b)	Testosterone	1	Do not credit other male hormones not in the source.	1 x AO2
15	<p>1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a combination of both.</p> <p>Evaluation points may focus on ignoring the effects of the environment, the rise of androgyny, cross-cultural differences in gender role, variations of behaviour within sexes, changes in gender related behaviour within an individual, ignoring gender identity, etc.</p>	4	<p>Only credit evaluative comments– do not back-credit any description in this answer.</p> <p>NB The biological theory <i>can</i> explain atypical gender development and can also explain androgyny (but not the rise of it).</p>	4 x AO2
16	<p>1 mark for ticking 2nd box.</p> <p>1 mark for ticking 5th box.</p> <p>1 mark for ticking 6th box.</p>	3	For each additional box ticked over the 3 required, subtract 1 mark.	3 x AO1
17	<p>1 mark for a brief or basic response e.g. ‘gender biased’, ‘obedience rates may not apply to women’</p> <p>2 marks for a more developed response e.g. ‘it is gender biased (1) as pedestrians may have obeyed women more or less than the male confederates (1)’, ‘it’s difficult for Bickman to make generalisations (1) as sex of authority figure can have an impact on obedience as well as uniform (1)’</p> <p>For full marks, the response must be in the context of the study – referring to findings in general is not enough.</p>	2		2 x AO3
18(a)	1 mark for ‘(he had only been) following his boss’s orders’ (or similarly worded response)	1		1 x AO2

18(b)	1 mark for '(complete) respect for authority' or 'simple view of the world' Do credit '(he) had a classic authoritarian personality'.	1		1 x AO2
18(c)	1 mark for some reference to strict/harsh upbringing etc 1 further mark for an explanation of influence of upbringing (e.g displaced resentment).	2	Do not award the second mark for behaviourist ideas e.g. observation and imitation, reinforcement of values	2 x AO2

Question	Answer	Marks	Guidance	
19	<p>Marks for concepts such as; situation over disposition, effects of authority, effects of culture, effects of consensus, effects of setting.</p> <p>Maximum 1 mark for showing the effect of each factor covered – this may be done through statement (e.g. the higher the authority the more obedient people are), example or evidence.</p> <p>However one further mark (maximum 1) can be reserved for any other example/piece of evidence not credited use the above ‘rule’.</p> <p>Explanations of effects (e.g. why people obey those in authority) can earn additional marks.</p> <p><u>Example of 1 mark answer:</u> Culture and consensus are factors that affect obedience. <i>1 for identifying one or more situational factors.</i></p> <p><u>Example of 2 mark answer:</u> People may obey more (1) when given orders by someone in higher authority (1). <i>1 for identifying a situational factor. 1 for its effect (by statement).</i></p> <p><u>Example of 3 mark answer:</u> Consensus (1) affects how much we obey. For example, if everyone in your class is ignoring the teacher’s commands then you might also do the same (1). Setting also affects obedience. Milgram showed that participants were more likely to follow orders to shock another participant when in a university setting compared to a run-down office (1). <i>1 for identifying two factors. 1 for the effect of consensus (through example). 1 for the effect of setting (through evidence).</i></p>	6	<p>If candidate lists/identifies one or more situational factors then a maximum of 1 mark.</p> <p>NB A response that does not explain the effect of at least one factor should not be awarded a top band mark.</p>	<p>6 x AO1</p> <p>5-6 marks: There is a thorough description of at least one key concept, including some level of explanation . 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 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. 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</p>

	<p><u>Example of 4 mark answer:</u></p> <p>Authority (1) is one situational factor. The more authority someone has the more they can expect others to obey them (1). This is because those in authority have the power to punish and others fear the negative consequences of disobeying (1). This can be seen in Hofling's study where nurses followed a doctor's orders to administer a potentially lethal dose of a drug because they feared for their jobs (1)</p> <p><i>1 mark for identifying factor. 1 mark for its effect (through statement). 1 mark for explanation of effect. 1 additional mark (max) for use of evidence for same effect.</i></p> <p><u>Example of 6 mark answer:</u></p> <p>This theory says that it is the situation that determines whether we obey or not rather than individual personality (1). There are a variety of situational factors that determine this including culture, consensus and chances of punishment (1). In terms of culture, we can see that obedience is a behaviour like any other and therefore subject to the norms and values of society (1). Collectivist cultures tend to have higher rates of obedience than individualistic because of people's sense of duty to each other they want to avoid upset and chaos (1). Consensus can increase or decrease obedience – depending on what everybody else in the same situation is doing (1). Punishment clearly affects obedience – if someone breaks a rule and is punished then they are less likely to be defiant again (1).'</p> <p><i>1 mark for general outline of theory. 1 mark for identifying list of factors. 1 mark for effect of culture (through statement). 1 mark for explanation of effect of culture. 1 mark for effect of consensus (through statement). 1 mark for effect of punishment (through statement).</i></p> <p><i>Retains 6 marks awarded as some creditworthy explanation included.</i></p>			<p>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. Description may be more common sense than technical.</p> <p>Quality of written communication can be basic, using few if any psychological terms. There will be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No or irrelevant answer.</p>
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<p>20</p>	<p>1 mark for each correctly matched box as shown below;</p> 	<p>2</p>	<p>For each additional line drawn over the two required, subtract 1 mark.</p>	<p>2 x AO1</p>
<p>21(a)</p>	<p>(Child) B</p>	<p>1</p>		<p>1 x AO2</p>
<p>21(b)</p>	<p>(Child) A</p>	<p>1</p>		<p>1 x AO2</p>

Question	Answer	Marks	Guidance	
22	<p>1 mark for recognising the concept of reinforcement e.g. rewarding, strengthening, something more likely to happen again.</p> <p>1 mark for understanding reinforcement is mutual/two-way which may be done through example e.g. 'infant finds comfort reinforcing and carer finds child's gaze reinforcing'</p>	2	<p>If only one of the parties is referred to in the response then limit to 1 mark.</p> <p>Do not simply credit any reference to 'reward' etc – ensure it is in the context of attachment/bonding/relationships or makes reference to appropriate behaviours or examples of reward (hugs/attention etc).</p>	2 x AO1
23	<p>Up to 2 marks for each criticism.</p> <p>1 mark for a brief or basic criticism <u>For 'instinct'</u> e.g. 'attachment might be learned', ' <u>For 'monotropy'</u> e.g. 'he ignored multiple attachments' <u>For 'critical period'</u> e.g. there is a sensitive period for attachment rather than a critical period'</p> <p>2 marks for a more developed and detailed criticism <u>For 'instinct'</u> e.g. 'if attachments are instinctive then one might expect similar patterns of attachment across cultures (1) but evidence suggests that Bowlby's ideas follow Western patterns (1)',</p>	2 x 2	<p>If a criticism is valid but does not match the feature identified (or a feature is not identified) then award a maximum of 1 mark.</p> <p>Do not credit descriptions of monotropy, critical period or instinct – even in the context of a criticism.</p> <p>For critical period do accept the idea the period is too</p>	4 x AO2

	<p><u>For 'monotropy'</u> e.g. 'it is possible for multiple attachments to occur (1) such as to both parents, grandparents and nursery staff (1)'</p> <p><u>For 'critical period'</u> e.g. 'Bowlby identified critical period for attachment but a sensitive period seems more realistic (1) where there is an ideal time to attach not a crucial time (1)'</p>		<p>narrow/rigid/strict but not extreme/exaggerated – has to get across the idea that the period is not long enough if this is the candidate's criticism.</p>	
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Question	Answer	Marks	Guidance
24	<p>AO1 marks for reference to features of the study, such as: the variables (to investigate the relationship between infant attachment types and attachments in adult intimate relationships), method (questionnaire in newspaper in form of quiz), sample (Americans aged 14-82), findings (securely attached people had longer lasting relationships on average, insecure ambivalent people were most likely to divorce, insecure avoidant people tended to be more obsessive in relationships)..</p> <p>AO3 marks for valid evaluation points such as: response bias, gender bias, cultural bias, problems of socially desirable responses, problems with measuring complex relationships.</p>	10	<p>Do not award more than 1 x AO3 per evaluation point but recognise well elaborated points may help a candidate to access the top band.</p> <p>Only credit a maximum of 3 x AO1 for findings – one per attachment type. Detailed findings to be credited through banding.</p> <p>1 x AO1 max for reference to variables whether through aim, procedure or conclusion.</p> <p>1 x AO1 max for method e.g. questionnaire with closed questions in newspaper.</p> <p>1 x AO1 max for sample (two details of sample needed for credit).</p> <p>5 x AO1 5 x AO3</p> <p>8-10 marks: There is a thorough 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: At the top of this band, there is a detailed description of most of the 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. At the bottom of this band, description of the study may be brief and/or partially accurate with some relevant evaluation</p>

				<p>points. 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 with partial accuracy. 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 will be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No or irrelevant answer.</p>
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