

**GCSE**

**Psychology**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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
	Blank Page – this annotation <b>must</b> 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
	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

Annotations must be used when assessing the following questions: 1, 3, 4, 5, 6, 8, 9, 11, 12, 13, 15, 16, 17, 20, 22, 23, 24

## MARK SCHEME

Question	Answer	Marks	Guidance	
1	1 mark for each of the following: sensori-motor pre-operational concrete operational formal operational	4 x1	Only accept full terms.  Do accept 'operation(s)' instead of 'operational' but not 'op'.  NB Stages do not have to be listed in the correct order.	4 X AO1
2(a)	1 mark for Eleanor	1		1 x AO2
2(b)	1 mark for Pippa	1		1 x AO2
2(c)	1 mark for Kelsey	1		1 x AO2
3	Up to 2 marks for each criticism. 1 mark for a brief or basic criticism e.g. 'children's minds may not develop in	2 x 2	If the feature and criticism do not match but the	4 x AO2

Question	Answer	Marks	Guidance	
	<p>stages' (<i>invariant stages</i>), 'it ignores individual differences' (<i>invariant stages/universal stages</i>), 'culturally biased' (<i>universal stages</i>), 'it ignores the influence of others on development' (<i>natural process</i>)</p> <p>2 marks for a more developed and detailed response e.g. 'the theory is biased towards Western ideas (1) because it over-emphasises the importance of logical thinking (1)' (<i>universal stages</i>), 'the theory does not allow for the fact that children may think at many levels at the same time (1) rather than being stuck in one stage (1)' (<i>invariant stages</i>), 'critics say children are apprentices not scientists (1) and need input from others to develop (1)' (<i>natural process</i>)</p>		<p>criticism is valid when applied to Piaget's theory then a maximum of 1 mark.</p> <p>Be careful not to double-credit a point that has been used for both features e.g. children develop at different paces.</p> <p>Do not credit descriptions of features but do credit statements that negate features e.g. 'children do not develop in a fixed order' or 'children's minds do not develop in the same way across the world'.</p> <p>Do not credit the idea that children can skip stages or go through them in a different order but do credit; different pace not reaching final stage moving backwards and forwards between stages.</p> <p>Examples/evidence which illustrate the criticism can be credited.</p>	

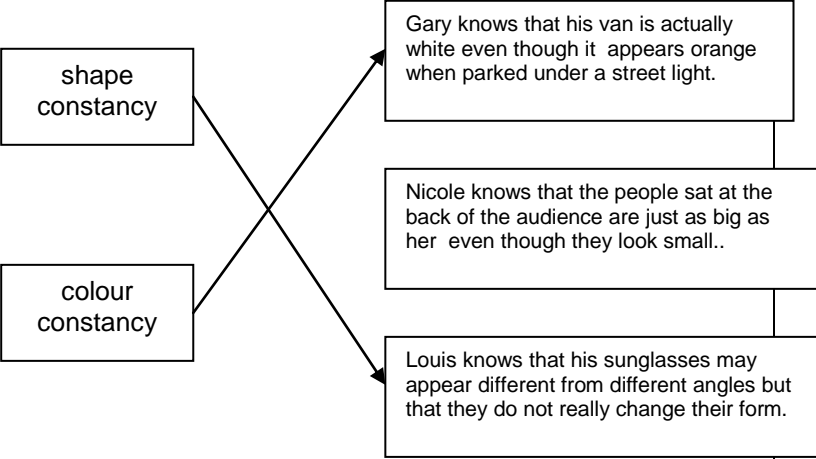
Question	Answer	Marks	Guidance	
4	<p>N.B. Candidates are likely to describe the core study (Piaget's (1952) experiment into the conservation of number) but may describe other conservation experiments by Piaget, or other Piagetian experiments on cognitive development (Three Mountains experiment) or other researchers' experiments (e.g. Rose &amp; Blank, McGarrigle &amp; Donaldson, etc).</p> <p>For any one experiment; Credit 1 mark for each relevant feature of the experiment e.g. experimental design, sample, variables, controls, procedure, findings, conclusion.</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>Rule of thumb for Piaget's conservation of number experiment:</p> <ul style="list-style-type: none"> <li>• 1 for sample (different ages/stages)</li> <li>• 1 for changing appearance of rows</li> <li>• 1 for asking question again</li> <li>• 1 for findings/conclusion</li> </ul>	<p>4 x AO1</p> <p>Only award full marks where response is coherent, accurate and detailed.</p>
5	<p>For each row of the table, any reasonable example of a facial expression or body language</p> <p>e.g. for 'I am shocked you said that' – raised eyebrows, hand over mouth, mouth agape, standing back</p> <p>e.g. for 'I am feeling guilty' – head bowed, averting gaze, looking sideways, biting lip</p> <p>e.g. for 'I do feel angry about what you just said' – furrowed brow, frown, crossed arms, wagging finger</p> <p>e.g. for 'leave me alone' – raised hand, looking away, turning around, waving person away</p>	4	<p>It is permissible to credit the same example twice if it is feasible.</p> <p>For each row, credit any relevant example as long as it is not contradicted by another example of NVC. Overlook examples that are not to do with NVC e.g. blushing if there is a correct answer alongside it.</p>	4 x AO2

Question	Answer	Marks	Guidance	
6	<p>One mark for a reference to NVC being instinctive, natural or similar (e.g. universal)</p> <p>One mark for a function of NVC that relates to reproduction e.g. appearing attractive, appearing attracted/interested in mating.</p> <p>1 mark for a brief or basic response e.g. 'NVC is instinctive not learnt', 'flirtatious gestures allow people to show they are <b>attracted to you</b>', 'batting your eyelashes is a way of showing you may be <b>interested in mating</b>'</p> <p>2 marks for a more developed and detailed response e.g. 'many non-verbal signals appear to be universal (1) and are a way of showing sexual attraction', 'flirtatious gestures are innate (1) and allow people to reproduce by signalling that <b>are interested in having sex</b> (1)', 'it is natural for males to show off (1) as a way of making themselves <b>appear more attractive</b> (1)'</p>	2	Be careful not to credit references to evolution (for instinct) and reproduction (for function) as these are given in the question.	2 x AO1
7(a)	1 mark for 'friends laughing at him' or 'friends saying he is cool'	1		1 x AO2
7(b)	1 mark for '(using a rude) hand sign'.	1	Accept general response i.e. using rude/offensive gesture.	1 x AO2
7(c)	1 mark for '(she was put on) the naughty step'	1		1 x AO2

Question	Answer	Marks	Guidance	
8	<p>1 mark for linking Japanese participants/people with eyes <i>and</i> for linking American participants/people with mouths.</p> <p>1 mark for recognising the cultural differences in <i>interpretation</i> of emotions (through faces)</p> <p>1 mark for knowing how this was measured i.e. rating emoticons for happiness</p> <p>Instead of the 2<sup>nd</sup> or 3<sup>rd</sup> mark above the candidate can offer additional detail such as a broad conclusion e.g. 'this suggests that our ability to interpret non-verbal communication is a product of socialisation' or an explanation 'Japanese people are raised to conceal their emotions which is why using mouths as a signal is not useful'</p> <p>Findings can be presented in graphical/diagrammatic for a maximum of 2 marks depending on quality and accuracy of presentation.</p>	3	<p>The 2<sup>nd</sup> and 3<sup>rd</sup> mark are independent of the 1<sup>st</sup>, so a candidate can still gain credit even if they mix up the findings from the two cultures or misname one or the other (e.g. identifying the participants as Chinese rather than Japanese).</p> <p>N.B. The question asks for findings not procedure so do not credit how the experiment was carried out unless this detail helps to make sense of the findings,</p>	<p>3 x AO1</p> <p>The response must have some coherency to be awarded full marks.</p>



Question	Answer	Marks	Guidance	
9	<p>1 mark for identifying one example of social skills training, either by technique (e.g. modelling), client group (e.g. young offenders) field of application (e.g. customer services) or outcomes (e.g. to reduce conflict in occupied areas).</p> <p>Up to 2 additional marks for a description of the chosen technique, or for detailing the techniques used in that area or to achieve that outcome.</p> <p>e.g. 'Social skills training can be used to improve customer services (1) by demonstrating to trainees how to use body language and facial expression to form a good impression (1). Trainees would practice these new skills on each other before employing them in their everyday jobs. (1)'</p> <p>'Modelling (1) involves demonstrating social skills for another to observe (1) and then they attempt to reproduce the use of gestures or facial expressions that they have seen. (1)'</p>	3	<p>Look for the broadest example – probably an area of application or outcome – and credit from there (so a number of techniques can be credited under one example).</p> <p>If candidate lists techniques (in relation to an area of application/outcome) rather than outlining and/or linking them together then limit to 1 mark rather than an additional 2.</p> <p>Only credit an area of application or an outcome – not both.</p> <p>The response must be clearly in the context of non-verbal communication to earn full marks – otherwise limit to 2.</p>	3 x AO2

Question	Answer	Marks	Guidance	
10	<p>1 mark for each correctly matched box as shown below;</p> 	2	For each line drawn over the two required, subtract 1 mark.	2 x AO2
11	For each depth cue offered; 1 mark for identifying the cue, either by name (i.e. superimposition, height in plane, relative size, texture gradient, linear perspective) or by description.	2x2	Do not credit both marks unless answer is clearly applied to the picture. There also needs to be a	4 x AO2

Question	Answer	Marks	Guidance	
	<p>Plus 1 mark for applying it to the stimulus            e.g. 'relative size (1) means the people further away appear smaller than the people nearer us (1)'            e.g. 'the chandelier is overlapping (1) the window which tells us it is nearer to us (1)'            e.g. texture gradient (1) is evident because the pattern on the part of the carpet nearer us is clearer than when it is further away (1)'</p> <p>N.B. A description and application may be integrated into one statement/sentence worthy of 2 marks – make sure the description is accurate regardless of the objects then check the objects are used accurately to illustrate the cue.</p>		<p>reference to distance (e.g. near/far/close rather than front/back).</p> <p>For all depth cues the candidate needs to suggest a comparison (what is nearer/further) apart from linear perspective as it only applies to one object (the aisle/carpet). Here there should be a reference to edges of the carpet converging rather than the carpet itself – although the carpet getting narrower is acceptable.</p> <p>Be careful not to fully credit depth cues and descriptions that do not match.</p> <p>Be careful not to double credit descriptions/examples which apply to the same depth cue.</p>	

Question	Answer	Marks	Guidance	
12	<p>1 mark for a brief or basic limitation e.g. 'just males were used', 'only Americans were studied', 'the sample size was too small', 'it was biased', 'unrepresentative'</p> <p>2 marks for a more developed and detailed limitation e.g. 'just males were used (1) so findings were gender biased (1)', 'only Americans were studied (1) so not representative of other cultures (1)', 'the sample size was too small (1) making generalisation difficult (1)'</p>	2	<p>Be careful that only evaluation is credited e.g. '<i>only</i> used students' rather than 'used students'.</p>	2 x AO3
13	<p>1 mark for a brief or basic response e.g. 'when perception is data driven', 'when what is perceived is only determined by what is seen', 'dominated/controlled by the eyes <b>rather than the brain</b>'</p> <p>2 marks for a more developed and detailed response e.g. 'this is an instinctive process (1) where what is perceived is only determined by what is seen (1)', 'when data from the environment contains all the information needed (1) and perception is immediate (1)'</p>	2	<p>Do not credit statements which apply to both bottom-up processing and top-down processing e.g. <b>information is sent from the eyes to the brain.</b></p> <p>Only credit what bottom-up processing is not what it <b>isn't</b> e.g. do not credit 'does not rely on past experience'. However, what it's not may be part of a broader statement that does get credit e.g. 'people perceive what is actually there rather than what they expect to be there'.</p> <p>Do not credit the idea that eyes dominate perception alone – the candidate needs to qualify that it is eyes over brain.</p>	2 x AO1

Question	Answer	Marks	Guidance	
14(a)	1 mark for '(That's because) you are used to seeing them (in town)'	1	1 x AO2	
14(b)	1 mark for '(So are you saying that) I noticed other pupils because I expected to see them' or '(Some psychologists say that) our brain is in control (of what we see)'	1	1 x AO2	
15	<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 ignoring nature/instinct, the ability of new born babies to perceive the world, the experience of falling for the same illusion again and again, commonality of perception in the face of individual experiences</p>	3	<p>Do credit the overemphasis on role of experience but only credit this idea/statement once. This can be credited (once) in the context of a broader statement e.g. 'new born babies demonstrate depth perception (1) despite no or limited experience (1)'.</p> <p>Do not credit the simple idea that the theory ignores bottom-up processing/direct perception.</p>	

Question	Answer	Marks	Guidance	
16	<p>1 mark for a brief or basic response e.g. 'laws differ all over the world', 'a dictionary definition would make everyone a criminal', 'this definition is too broad'</p> <p>2 marks for a more developed and detailed response e.g. 'there is not a universal definition of crime (1) because it depends on cultural norms (1)', 'what is a crime depends on point in time (1) for example fox hunting is illegal now but did not used to be last century (1)', 'we often think of criminals as being a minority (1) but in fact most people admit to committing some form of crime (1)', 'looking at people's intention to commit crime (1) may give a narrower, more workable definition of crime (1)'</p>	2	<p>N.B. It is acceptable to credit an example as part of the response.</p> <p>Where candidate offers an example (e.g. of cultural or historical differences) then assessment should focus on the criminal act not the culture/country or point in time being referred e.g. is it a crime that would differ across cultures/time?</p>	1 x AO1    1 x AO2
17	<p>1 mark for recognising <b>two or more</b> traits that would be investigated e.g. over-optimistic, lack of remorse, risk-taker, etc <i>or</i> for recognising that a psychologist would want to investigate if a person was different from normal law abiding citizens</p> <p>1 further mark for how the psychologist would investigate this i.e. a self-report method.</p>	2	<p>Do not credit vague references to investigation e.g. test for.</p> <p>Do not credit observation as a method for investigating the traits.</p> <p>It is possible to award the method of investigation by itself but not if the candidate goes onto to suggest something other than traits are being investigated e.g. facial features.</p>	1 x AO1    1 x AO2

Question	Answer	Marks	Guidance	
18(a)	1 mark for Terry;Andy's father/dad;the father/dad/parent	1		1 x AO2
18(b)	1 mark for 'making money' or 'never going to prison' or 'getting away with it'	1		1 x AO2
19	1 mark for ticking 1 <sup>st</sup> box 1 mark for ticking 2 <sup>nd</sup> box 1 mark for ticking 3 <sup>rd</sup> box	3	For each additional box ticked over the three required, subtract 1 mark.	3 x AO3

Question	Answer	Marks	Guidance
20	AO1 marks for concepts such as; people are born criminals; criminal behaviour is fixed; genetics/heritability, brain dysfunction, link between limbic system and violent/sexual crime, link between corpus callosum and irrational behaviour, link between pre-frontal cortex and association with fear, facial features as indicators of criminals	6	<p>N.B. Only credit evaluation if it adds to the <i>description</i> of the theory.</p> <p>To award a top band mark, candidate must describe more than one way e.g. genetics, facial features, different brain dysfunctions, effects of hormones, etc</p> <p>To award a top band mark there needs to be an explicit link to criminal acts or behaviour associated with crime – this is most likely to come from expanding on brain dysfunction. For example, linking the limbic system to specific crimes e.g. rape or behaviour in general e.g. aggression. For example, linking the pre-frontal cortex to the inability to anticipate consequences leading to impulsive behaviours.</p> <p>Credit a maximum of 1 mark for identifying one or more key features – genes, facial features, brain dysfunction, atypical hormone levels. Further</p> <p>6 x AO1</p> <p><b>5-6 marks:</b> There is a thorough description of at least two key ways of explaining crime. 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><b>3-4 marks:</b> There is description of at least one key way. 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>



Question	Answer	Marks	Guidance
			<p>marks can be awarded when these features are expanded on e.g. 'brain dysfunction means that the criminal brain is different from normal', 'the criminal gene would be inherited from parents who are also likely to criminals'.</p> <p>1 mark maximum for a list of <b>two or more</b> relevant facial features.</p> <p>Only credit brain function/dysfunction when related to psychological effects (rather than effects on anatomy) e.g. linking corpus callosum to irrational thought rather than simply saying in connects the two hemispheres of the brain.</p> <p>Do not credit the simple naming of part(s) of the brain – even long lists.</p> <p><b>1-2 marks:</b> There is a brief reference to one or more ways. 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> <p><b>0 marks;</b> no or irrelevant answer.</p>

Question	Answer	Marks	Guidance	
21(a)	1 mark for 'false'	1	No marks if both responses circled.	1 x AO1
21(b)	1 mark for 'true'	1	No marks if both responses circled.	1 x AO1
21(c)	1 mark for 'false'	1	No marks if both responses circled.	1 x AO1
22(a)	1 mark for a definition of free will e.g. 'when we make our own choices', 'freedom of choice', 'the ability to do as we please', etc  2 <sup>nd</sup> mark for questioning determinism e.g. 'when we make our own choices (1) <b>rather than being influenced by others</b> (1)', 'freedom of choice (1) <b>showing we are not at the mercy of our genes</b> (1)', 'the ability to do as we please (1) <b>regardless of external factors</b> (1)'	2	Credit examples where they illustrate the terms.	2 x AO1
22(b)	1 mark for a brief or basic response e.g. 'being the best you can', 'reaching your full potential' 2 marks for a more developed and detailed response e.g. 'when you reach the top of the hierarchy of needs (1) and are fully satisfied with your self (1)', 'reaching your full potential (1) because you have congruence between self concept and ideal self (1)', 'this is an innate drive (1) to be the best that you can be (1)'	2	Credit examples where they illustrate the term.	2 x AO1
23	1 mark for a brief or basic reason e.g. 'it is unscientific',	3	If candidate recognises that	3 x AO2

Question	Answer	Marks	Guidance	
	<p>'too subjective', 'focuses too much on the individual'</p> <p>2 marks for a more developed response e.g. 'it is unscientific (1) because it does not allow us to make predictions about people (1)', 'it is too subjective (1) because it is too difficult observe and test the self (1)'</p> <p>3 marks for a more detailed and sustained criticism e.g. 'it is unscientific (1) because it focuses too much on the individual (1) and this does not allow generalisation to be made (1)', 'it over-emphasises the potential for change (1) and so ignores those aspects of personality that may be genetic (1) and out of our control (1)'</p>		<p>the theory is unscientific then this is a good starting point for the assessment as it allows other points to be linked. However, the examiner should not have to work too hard to make these links.</p> <p>Be careful not to credit bland or simple statements unless they are qualified in which case they can be <b>back-credited</b>. Such statements include;</p> <ul style="list-style-type: none"> <li>• it focuses (too much) on individuals/uniqueness</li> <li>• if focuses (too much) on free will</li> <li>• it focuses (too much) on the self</li> <li>• it does not make predictions</li> <li>• it does not generalise</li> <li>• it is contradictory</li> </ul>	

Question	Answer	Marks	Guidance
24	<p>AO1 marks for reference to features of the study: variables (pet owners vs non-pet owners against self esteem etc), sample (American pre-adolescents), method (interview using questionnaire/closed questions/rating scale),, controls (matching of families), findings (pet owners had higher self esteem/higher autonomy), conclusion (pets offer unconditional positive regard)</p> <p>AO3 marks for valid evaluation points such as: age bias, cultural bias, limited number of pets included in pet ownership, problems of measuring complex concepts using quantitative scales, social desirability in responses, children's lack of insight, etc</p>	10	<p>Do not award more than 1 x AO3 mark per evaluation point but do recognise well elaborated points may help a candidate to access the top band.</p> <p>Only credit a maximum of 2 x AO1 marks for findings.</p> <p>1 x AO1 max for reference to variables whether through aim, procedure, conclusion.</p> <p>1 x AO1 max for method e.g. questionnaire /closed questions / using rating scales.</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><b>8-10 marks:</b> 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><b>4-7 marks:</b> At the top of this band, there is likely to be 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 possibly with some relevant evaluation. Quality of written communication</p>

Question	Answer	Marks	Guidance
			<p>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> <p><b>0 marks:</b> No or irrelevant answer.</p>

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