

GCSE

Psychology

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

General Certificate of Secondary Education

Mark Scheme for June 2017

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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.

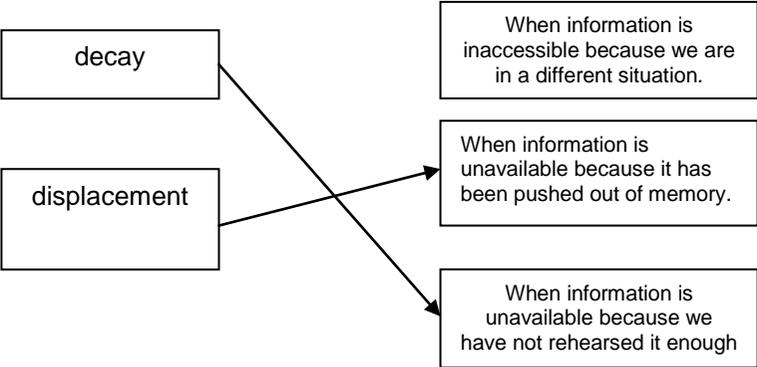
Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Vague
	Benefit of doubt
	No benefit of doubt
	Knowledge and understanding
	Significant amount of material which doesn't answer the question. Use this also to annotate pages which are not blank but have no creditworthy comment.
	Expansion of point
	Evaluation
	Band down/cap mark
	Cross
	Caret sign to show omission
	Unclear
	Slash
	Blank page

Question	Answer	Marks	Guidance
1	<p>1 mark for each correctly placed term in the passage as shown below:</p> <p>Information processing starts with the <i>input</i> stage. After this data needs to go through <i>encoding</i> so it can be stored. Before the final stage, <i>retrieval</i> of the data has to happen.</p>	3	
2	<p>1 mark for each correct response as show below;</p> <p>(a) short-term memory/store or STM/S (b) long-term memory/store or LTM/S (c) duration or time or how long data lasts (or similar statement) (d) capacity or space or how much data can be held (or similar statement)</p>	4	<p>Accept 'short-term' and 'long-term' alone for answers (a) and (b).</p> <p>Do not credit 'storage' as an alternative for 'capacity'.</p>
3	<p>1 mark for each correctly matched pair of boxes as shown below:</p> 	2	<p>For each additional line drawn beyond the 2 required subtract 1 mark.</p>
4	a	1	1 mark for ticking (iii) university students
	b	1	1 mark for ticking (ii) delayed recall and immediate recall
	c	1	1 mark for ticking (iii) serial position effect

5		<p>1 mark for identification of the memory aid whether explicit (e.g. use of cues, imagery, rehearsal) or implicit (e.g. giving each line meaning).</p> <p>1 mark for description or further description/explanation of the identified memory aid.</p> <p>1 mark for applying it to the source by explaining how lines would/could be remembered e.g. 'Mohammed could use cues (1) by learning the lines when wearing his costume (1) and this will act as a trigger when he is in costume on stage (1)'</p> <p>e.g. 'Mohammed could rehearse (1) his lines over and over (1) until they are logged in long-term memory (1)'</p>	3	<p>If description and application do not relate to the memory aid identified then ignore named aid and credit rest.</p> <p>Do not credit chunking as the source is about remembering lines long term.</p> <p>Application needs to go beyond the simple reference to 'learning lines' to earn the application mark.</p>
6		<p>1 mark for ticking the 2nd box 'consensus'</p> <p>1 mark for ticking the 4th box 'culture'</p>	2	<p>For each additional box ticked beyond the two required subtract 1 mark.</p>
7	a	<p>1 mark for a brief, vague or muddled outline e.g. 'He found guards were obeyed more than civilians'.</p> <p>2 marks for a more detailed, if sometimes inaccurate, outline which shows the pattern of results e.g. 'Findings showed that passers-by obeyed the guard about 50% of the time. Milkmen were 20% and civilians 10%. This showed uniform does have an effect on obedience.'</p> <p>3 marks for a detailed, accurate and clear outline e.g. 'When asked to give a dime to a stranger, 89% of participants did if the person giving the order was wearing a guard's uniform. This dropped to 57% if he was wearing a milkman's uniform and then dropped further – to 33% - if he was wearing civilian clothing.'</p>	3	<p>If candidates refer to 'police uniform' or other types of uniform (e.g. postal worker) do not penalise.</p> <p>N.B. Findings can include a conclusion for credit.</p>

	b	<p>1 mark for a brief or basic limitation e.g. 'lack of control', 'gender bias', 'only carried out in one country'</p> <p>Or 2 marks for a more developed or detailed limitation e.g. 'he could not control street variables (1) such as poor weather which would have meant fewer people stopped to do as told making them look disobedient' (1), 'the research was culturally biased (1) as it was only done in New York (1)', 'the research could have caused discomfort to the pedestrians (1) who may have felt under pressure to obey (1)', 'only male confederates were used (1) so obedience rates may not represent what would happen if faced with a woman in uniform (1)'</p>	2	<p>Do not credit a statement that simply says that study was 'unethical' nor one that just says it was 'biased' – some explanation of this is required.</p> <p>Descriptive statements can be back-credited if the form part of the overall limitation e.g. do not credit 'all passers-by were American' unless linked to an issue such as 'cultural bias'.</p>
8	a	1 mark for ' (Liam) leaves work early' or similar statement	1	
	b	<p>1 mark for recognising that dispositional factors relates to (authoritarian) personality or individual differences or similar</p> <p>1 mark for recognising that Stella has an authoritarian personality (or that Liam does not have this personality type) by naming traits/characteristics they would/would not possess</p> <p>1 mark for relating this to both or either character's upbringing as per the theory of dispositional factors e.g. strict upbringing</p>	3	The candidate can focus on both or either character in their response e.g. only focusing on Stella does not negate awarding full marks.
9		<p>Up to 1 mark for identifying relevant institution(s) e.g. prisons, schools, armed forces</p> <p>1 mark for each strategy based on psychological research e.g. use of uniform, breaking consensus, punishment, reinforcement, deindividuation, etc</p> <p>Further marks for any elaboration on chosen institution/strategies</p> <p>e.g. 'putting prisoners (1) in identical uniforms (1) takes away their identity (1) and so they are easier to control en masse as they identify themselves as a group rather than as individuals' (1)' e.g.</p>	4	<p>Do not award full marks unless at least one strategy has been elaborated on i.e. do not award 4 marks for a list of strategies.</p> <p>Full marks can be awarded for a generic answer which does not identify particular institutions.</p> <p>For full marks, response must be accurate, detailed and coherent.</p>

		'in school (1) if a pupil is disobedient that must be seen to be punished (1) otherwise they will act as a role model for others (1) who will copy the behaviour if there are no obvious consequences (1)'		
10		<p>1 mark for a statement about sex or gender</p> <p>1 further mark for an opposing statement about sex/gender</p> <p>e.g. sex is physical whereas gender is psychological e.g. sex is whether a person is male or female whereas gender is whether they are masculine or feminine (or androgynous) e.g. sex is objective whereas gender is more subjective</p>	2	<p>If the difference is implied then maximum 1 mark e.g. sex is more biological than gender</p> <p>If difference is simplistic then maximum 1 mark e.g. sex is fixed but gender is not fixed</p> <p>If difference is not explicitly linked to sex/gender or wrong way round then maximum 1 mark e.g. one is based on genitals, the other on behaviour</p> <p>If statements are not 'opposites' then maximum 1 mark e.g. sex is being male or female but gender is psychological</p>
11		<p>1 mark for a brief or basic limitation e.g. 'it's unrepresentative', 'too many extraneous variables', 'Bruce potentially had a role model in his twin brother'</p> <p>Or 2 marks for a more developed or detailed limitation e.g. 'The study cannot be generalised (1) as only one boy was studied (1)', 'Bruce's gender was not reassigned until he was nearly two years old (1) so the results could be due to early socialisation (1)', 'Bruce's parents obviously knew he had been born a boy (1) and therefore may not have raised him as they would have done a real daughter (1)'</p>	2	<p>Do not credit descriptive statements alone (e.g. the boy had a twin brother) but do credit in the context of a developed evaluation point.</p> <p>Limitations pertaining to Money's handling of the case are creditworthy.</p> <p>If ethics are to be credited, they must pertain to the research process not the gender reassignment.</p> <p>For full marks, the answer needs to be in the context of this study e.g. not a generic comment on the use of case studies.</p>

12		<p>1 mark for a brief or basic criticism e.g. 'it ignores nurture', 'what about the rise of androgyny?'</p> <p>2 marks for a more developed or detailed criticism e.g. 'biological theory implies the gender is fixed by sex (1) yet there is evidence that people can change their gender roles over a period of time (1)', 'androgynous behaviour is on the increase (1) yet the biology of males and females has not changed in the same timescale (1)'</p> <p>3 marks for a well developed and sophisticated criticism e.g. 'if gender is evolutionary (1) then male and female gender roles should be universal (1) yet evidence suggests there are cultural variations in the roles that males and females adopt (1), 'biology is fixed over generations (1) yet androgyny is on the increase (1) suggesting the influence of changing societies is more significant when it comes to gender (1)'</p>	3	<p>Do no credit descriptive statements alone (e.g. the theory says that gender is innate) but do credit in the context of a developed evaluation point.</p> <p>Do not credit the point that the theory does not explain atypical gender roles but do credit the idea that it does not explain atypical gender roles in the absence of atypical chromosome/hormone patterns.</p> <p>For full marks, response must be accurate and coherent.</p>
13	a	1 mark for mating or courting or rearing young.	1	<p>Also credit:</p> <ul style="list-style-type: none"> • Females are more likely to be coy • Females take direct responsibility for caring for offspring • Males are more competitive
	b	1 mark for 'securing a mate' or 'securing resources (for their young)'	1	
14		<p>1 mark for a reference to the relationship with the father e.g. lust for father/desire for penis/penis envy</p> <p>1 mark for a reference to the relationship with the mother e.g. fear of losing mother's love/resentment towards mother/blaming mother for castration</p> <p>1 mark for any additional feature e.g. timing of complex, reference to phallic stage, identification with mother,, penis baby project, role of unconscious, etc</p>	3	For full marks, response must be accurate and coherent.

15		<p>1 mark for identifying an area in which research can be applied (e.g. education, workplace/career progression, support for gender identity disorders, gender reassignment)</p> <p>1 mark for a specific strategy/policy/initiative (e.g. equal opportunities, positive discrimination, marketing boys' and girls' toys).</p> <p>1 further mark for an explanation or elaboration of the chosen area of application/strategy.</p> <p>e.g. 'research can be used in schools (1) to ensure positive discrimination where necessary (1) by giving girls the extra opportunities to try out activities associated more with boys such as engineering (1)'</p> <p>e.g. 'if males are perceived as natural leaders (1) then employers (1) need to be careful not to discriminate against women by assuming they are not suitable for promotions (1)'</p> <p>e.g. 'some research suggests that boys and girls end up with different interests because of the way they are raised (1) so we could use publicity campaigns (1) to encourage parents to not stereotype their sons and daughters into typical roles and jobs (1)'</p>	3	<p>If candidates offer more than one way of applying research then credit the first attempt at a response. However, one way can be interpreted broadly in order to support the candidate.</p> <p>For full marks, response must be accurate, reasonably detailed, and coherent.</p>
16	a	1 mark for ticking the 1 st box, acrophobia	1	
	b	<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 the person face their worst fear'.</p>	4	<p>To gain full marks, the candidate must contextualise their answer with reference to a phobia of heights. There are no additional marks for this so the reference must be made through one of the features described.</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 the person fears (1) and do this step by step from standing on the bottom rung of a ladder to the top rung (1)'</p> <p>Or plus 2 marks for a more detailed outline or a developed response e.g. 'implosion therapy (1) would involve a patient imagining his/her most feared situation e.g. being on the roof of a skyscraper (1) until he/she formed a new association with being up high (1)'</p> <p>Or plus 3 marks for a developed and coherent response</p> <p>e.g. 'systematic desensitisation (1) involves the patient building up an anxiety hierarchy rating different situations to do with heights and how bad they are (1) so you can gradually introduce them to the situation they fear most e.g. crossing a tall bridge (1). The idea is that they gradually learn to be relaxed when faced with heights (1)'</p> <p>e.g. 'if you immerse (1) someone in their worst situation like hanging from the side of a tall building (1) the theory is that the body cannot maintain a high level of fear and will eventually subside (1) so the individual forms a new association with the being up high (1)'</p>		
17		<p>1 mark knowing what an atypical behaviour is e.g. unusual, not normal, applies to a minority</p> <p>1 mark for applying this knowledge to phobias e.g. phobias are extreme fears, phobias are irrational, only a small number of people are diagnosed with phobias</p>	2	It is possible to award either mark without the other.

18		<p>1 mark for identifying a relevant ethical issue e.g. protection of participant, causing distress, long-term negative effects, (informed) consent, psychological harm, misuse of non-human animals</p> <p>1 mark for applying the issue to the study e.g. Albert was left with a phobia, the subject's mother could not be sure what would happen to her son, the baby was made scared on purpose</p>	2	<p>Consent can be credited as an issue but only receives further credit if considered in relation to the mother's lack of informed consent. Do not credit the idea that Albert should have given consent himself and this is not feasible.</p>
19		<p>1 mark for each distinct feature of the theory. However, a well explained feature/concept can be credited with further AO1 marks.</p> <p>Features include: phobias are innate/instinctive, links to survival, avoiding threat, passing on of genes, preparedness to fear, universality/commonality of certain phobia, feared/dangerous stimuli used to illustrate the theory, etc</p>	6	<p>5-6 marks: There is a thorough description 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. Description 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>0 marks: No or irrelevant answer</p>

20		<p>1 mark for knowledge of a feature of an insecure ambivalent attachment – award up to 2 marks for two clear and distinct features.</p> <p>1 mark for knowledge of a feature of an insecure avoidant attachment – award up to 2 marks for two clear and distinct features.</p> <p>e.g. ‘Children who are insecure ambivalent are very clingy (1) and children who are insecure avoidant are very independent (1). When left with a stranger, insecure ambivalent children become very distressed (1) while insecure avoidant either ignore strangers or are happy to engage with them (1).’</p>	4	<p>If candidate muddles the two types but understand the differences, award a maximum of 2 marks.</p> <p>If the candidate makes reference to features of adult relationships, this is creditworthy too.</p> <p>For full marks, the distinctions being made need to be explicit. If a candidate describes the features of one attachment type which do not obviously compare with the features of the other attachment type, then award a maximum of 3.</p>
21	a	<p>1 mark for a limitation of the questionnaire/survey or of the use of closed questions e.g. response bias, social desirability, limits to answers</p> <p>1 mark for applying this to the study e.g. people with bad relationships may not return the survey, respondents may want to exaggerate how good their relationships are, relationships are too complex to be measure through closed questions</p>	2	
21	b	<p>1 mark for a limitation related to sampling e.g. biased, unrepresentative, unable to generalise</p> <p>1 mark for applying this to the study e.g. more women responded than men, it was only carried out in America, people with good relationships may be over-represented, people who did not read this newspaper would not be included</p>	2	
22	a	1 mark for any relevant example e.g. food/feeding, warmth, protection, comfort, cuddles, feeling safe, etc	1	Rule of thumb: the reward should generally be physical and relate to the infant’s ability to survive.
	b	1 mark for any relevant example e.g. baby’s gaze, gurgles, smiling, baby nestling in, etc	1	Rule of thumb: the reward should generally be an infant signal or behaviour which would lead to a carer experiencing feelings of pleasure.

23	<p>AO1 marks for reference to concepts such as: innate mechanisms, survival strategy, monotropy, significance of the critical period, negative effects of deprivation and/or privation, irreversible effects of deprivation and/or privation, template for future relationships, etc</p> <p>AO2 marks for valid evaluation points such as: ignores effect of environment, evidence for multiple attachments, concept of a sensitive period, evidence demonstrating effects of deprivation/privation are reversible, etc</p>	10	<p>8–10 marks: There is a thorough description 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: At the top of the band, 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. At the bottom of the band, description may include some inaccuracy and/or evaluation may be absent. 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. These 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>0 marks: No or irrelevant answer.</p>
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APPENDIX 1 : Assessment Objectives Grid (includes QWC)

1. Question	2. AO1	3. AO2	4. AO3	5. Total
6. 1	1 3	2	3	4 3
7. 2	5 4	6	7	8 4
8. 3	9 2	10	11	12 2
9. 4	13 3	14	15	16 3
10.5	17	18 3	19	20 3
11.6	21 2	22	23	24 2
12.7(a)	25 3	26	27	28 3
13.7(b)	29	30	31 2	32 2
14.8	33	34 4	35	36 4
15.9	37	38 4	39	40 4
16.10	41 1	42 1	43	44 2
17.11	45	46	47 2	48 2
18.12	49	50 3	51	52 3
19.13	53	54 2	55	56 2
20.14	57 3	58	59	60 3
21.15	61	62 3	63	64 3
22.16(a)	65 1	66	67	68 1
23.16(b)	69	70 4	71	72 4
24.17	73	74 2	75	76 2
25.18	77	78	79 2	80 2
26. 19	81 6	82	83	84 6
27.20	85 2	86 2	87	88 4
28.21	89	90	91 4	92 4
29.22	93	94 2	95	96 2
30.23	97 5	98 5	99	100 10
31. Totals	101 35	102 35	103 10	104 80

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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