GCSE

Psychology

Mark Scheme for January 2013

Annotations

Annotation	Meaning
✔	Correct response
✘	Incorrect response
?	Unclear
⬇	Banded down
BOD	Benefit of doubt
NBOD	No benefit of doubt
EXP	Expansion of a point
IRRL	Irrelevant
EVAL	Evaluation
KU	Knowledge and understanding
VG	Vague
/	Separate part of response
λ	Something missing from response

Subject-specific Marking Instructions

General advice to Assistant Examiners on the procedure to be used

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

1. The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.

2. An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within scoris, or e-mail.

3. Correct answers to calculations always gain full credit, even if no working is shown (The "Show your working" instruction is to help candidates, who may then gain credit even if their final answer is not correct.)

4. Some questions may have a 'Level of Response' mark scheme. Any details about these will be in the Additional Guidance.

5. Where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks. Where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks appropriately.

6. In addition to the award of 0 marks there is a NR (No Response) option in scoris.

   Award 0 marks

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

   Award NR (No Response)

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

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

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

Question			Answer	Marks	Guidance
1			1 mark for any feasible example e.g. folded arms, open palms, waving (hands), puffed out chest, looking over shoulder, etc. 1 mark for an appropriate response given the first part of the answer – this can be in the form of an explanation e.g. it means someone is feeling cross or in the form of a comment e.g. 'I am cross'.	2	Do not credit examples of facial expressions. Examples should be specific e.g. reference to hand gestures is too general. N.B. The second mark cannot be credited without the first. 2 x AO2 2 x F-G
2	(a)		1 mark for circling 'false'.	1	Do not credit if both statements circled. 1 x AO1 1 x A*-B
	(b)		1 mark for circling 'true'.	1	Do not credit if both statements circled. 1 x AO1 1 x C-E
	(c)		1 mark for circling 'false'.	1	Do not credit if both statements circled. 1 x AO1 1 x F-G
3			1 mark for a brief or basic limitation e.g. it lacked ecological validity, only students were tested, rating scale too simple for complex emotions. 2 marks for a more developed and detailed response e.g. 'only students were used (1) and this made results age biased (1)' , 'emoticons are too artificial (1) as they do not represent 3D faces (1)'. 3 marks for a highly developed, sophisticated response	3	If more than one limitation offered then credit best one. Do not credit the idea that the study was culturally biased or only used a limited number of cultures – it only needed to compare two to show a *difference* (it was not looking to make generalisations). Do not credit descriptive statements alone e.g.'it was done in a lab', 'students were used' but do back credit such statements if the candidate goes on to elaborate e.g. 'it was

Question			Answer	Marks	Guidance
			e.g. 'participants judged faces under artificial conditions (1) such as with no emotional attachment to what they were looking at (1) so findings may lack ecological validity (1)', findings may lack construct validity (1) as faces' expressions were judged in a very narrow way (1) not taking into account and others emotions apart from sadness/happiness (1)'.		done in a lab (1) so lacks ecological validity (1)', 'students were used (1) so this is not representative of the target population (1) and may give biased results (1)'. Be careful not to back credit a descriptive statement if followed by a simplistic evaluation comment which essentially makes the same point e.g. 'students were used' and 'only students were used' is the same kind of point – the difference is that the latter could get credit by itself because it reads as evaluation (the former is just descriptive and would need more elaboration). Do not credit the point that the study is 'unethical' as this is too broad. The candidate must identify how the study is unethical to begin to earn marks (bearing in mind the study has few ethical issues. Do credit evaluation points that pertain to the 'second' experiment where photographs of faces were used rather than emoticons. 3 x AO3 1 x A*-B 1 x C-E 1 x F-G

Question	Answer	Marks	Guidance
4	1 mark for each correctly placed term as shown below; One theory is that non-verbal communication is instinctive and a result of the process of **evolution**. Some gestures may be signs of aggression or appeasement and linked to **survival**. Other gestures may be linked to **reproduction** because they help us to attract a mate.	3	3 x AO1 3 x F-G
5	Award 1 mark for each relevant feature of the theory such as identification, role model, observation, imitation, vicarious reinforcement, reward/reinforcement, punishment, internalisation, etc. If one feature is particularly well explained/described this can earn up to 2 marks. e.g. 'The theory says that gestures and facial expressions are learned through observation (1). A role model (1) may use a particular gesture, like a hug, to show they are happy and then this is imitated (1) by another person. This gesture will be used again if it is reinforced (1) – for example, a person copies the hug a gets a smile in return."	4	To award full marks there must be some contextualisation of the theory by applying at least one feature to non-verbal communication (but use of phrase 'non-verbal communication' is not enough in itself). Application needs to be to an actual behaviour e.g. examples of role models or reinforcers is not enough in itself (candidate needs to show what is being modelled or what is being reinforced). Candidate may not use actual terms but may use alternatives or examples which can be credited instead (e.g. parents for role models, reward for reinforcement, etc). Do not credit the idea of learning/learning from others as this is too obvious from the name of the theory but do credit alternative terms/phrases e.g. from experience, socialisation (however a maximum of 1 mark for such terms/phrases). 4 x AO1 1 A*-B 1 x C-E 2 x F-G To award full marks, response must be accurate, coherent and detailed.
6	1 mark for the idea that this personality type is atypical/different from normal. 1 mark for identifying two or more traits associated with the personality e.g. super-optimism, lacks feelings of guilt, impulsive, etc.	2	Do not give credit for explanations of the criminal personality just descriptions of it. 2 x AO1 2 x C-E

Question			Answer	Marks	Guidance
7			1 mark for a brief or basic response e.g. 'people don't always report crimes', 'people may not realise they have been a victim of crime', 'police may choose not to record a crime', 'statistics count criminal acts not the number of criminals'. 1 mark for a more developed and detailed response e.g. 'people don't always report crimes (1) because they may fear retribution (1)', 'statistics count criminal acts not the number of criminals (1) so a series of burglaries in one area may be due to one persistent offender (1)'.	2	If more than one problem offered then credit best one. Be careful not to credit problems with *defining* crime e.g. cultural differences, etc 2 x AO2 1 x A*-B 1 x C-E
8	**(a)**		1 mark for 'his father' or similar response.	1	1 x AO2 1 x F-G
	(b)		1 mark for 'because people are scared of convicted criminals' or similar response.	1	1 x AO2 1 x F-G
9			1 mark for a brief or basic limitation e.g. criminal records are unreliable, gender bias, cultural bias. 1 mark for a more developed and detailed response e.g. 'the results may suffer from a contamination effect (1) because most adoptees start life sharing their environment with their biological parents(1)', 'because they only analysed the criminal records of male adoptees (1) the findings could be gender biased (1)'.	2	Do not credit statements which are descriptive unless they help to make sense of any evaluative comment in which case they can be back-credited. 2 x AO3 1 x C-E 1 x F-G
10			1 mark for any feasible facial feature associated with criminals e.g. fleshy lips, prominent cheekbones, heavy brow, glassy eyes, strong jaw, etc.	3	Only credit features that would be fixed by genetics e.g. not a hairy chin. 3 x AO1 3 x F-G

Question			Answer	Marks	Guidance
11			For each criticism, apply the following: 1 mark for a brief or basic criticism e.g. it ignores the effect of the environment, there cannot be one gene that accounts for all criminal behaviour, punishing crime would not work if it was really biological, not all criminals show evidence of brain dysfunction. 2 marks for a more developed and detailed response e.g. 'there cannot be one gene that accounts for the range of criminal behaviour (1) for example it is hard to believe that the same gene is behind intellectual crimes and violent crimes (1)', 'criminal behaviour is not a real phenomenon but created by society (1) so why would there be a gene that codes for it? (1)', 'if criminals do look similar this may be a result of stereotyping rather than genes (1) as people that look like criminals are more likely to get arrested, charged and convicted (1)'.	2x2	Do not credit more than 2 marks for either criticism, but credit best ones if more than two offered. Be careful not to double-credit criticisms that overlap e.g. 'it ignores the environment' and 'it does not recognise that criminals can change their behaviour through punishment'. Do not credit descriptive statements only criticisms e.g. do not credit 'it says all criminals should share similar facial features 'but do credit 'some criminals do not have the typical facial features predicted by the theory'. Do mark the question as a whole so a response may not be credited in part 1 but there may be two distinct criticisms in part 2 where both can be credited, and vice versa. Similarly, responses to 1 and 2 may be put together to give one criticism. If candidate suggests there cannot be one gene for all crimes the example they give for the second mark needs to offer two types of criminal behaviour that are suitably distinct e.g. intellectual vs aggressive crimes but not murder and robbery. The idea that brain dysfunction/facial features can be caused by damage/disease rather than genetics does not necessarily challenge biological ideas but does go against the theory that criminal behaviour is inherited so can earn a maximum of 1 mark. 4 x AO2 1 x A*-B 2 x C-E 1 x F-G
12	(a)		1 mark for any relevant trait e.g. out-going, confident, sociable, etc.	1	It is acceptable to credit a behaviour e.g. enjoys going to parties, likes meeting people, etc Credit first trait only where a list is given. 1 x AO1 1 x F-G

Question			Answer	Marks	Guidance
	(b)		1 mark for any relevant trait e.g. anxious, nervous, (emotionally) unstable, etc.	1	It is acceptable to credit a behaviour e.g. keeps checking sockets are turned off, etc. Do not credit 'moody' but do credit the idea of a changeable mood/mood swings. Credit first trait only where a list is given. 1 x AO1 1 x C-E

Question	Answer	Marks	Guidance
13	1 mark for referring to lack of unconditional positive regard (or conditions of worth) *and* relating this to Tina's husband not showing her much love/affection (unless she earns it /cooks him a meal). 1 mark for referring to (an ambitious/high) ideal self *and* relating this to Tina's high expectations of herself/wanting to be a 'supermum'. 1 mark for referring to (low) self concept *and* relating this to Tina thinking she is a bad mother.	3	3 x AO2 3 x A*-B
14	1 mark for each brief but relevant criticism e.g. it is too subjective, it is difficult to test, it ignores the idea of personality being fixed/genetic, it focuses too much on the individual/cannot make generalisations, it focuses too much on free will/ignores determinism, etc.	2x1	Be careful not to double credit points that overlap e.g. 'it cannot be disproved' and 'it is difficult to test'. However, if candidate identifies that the theory is unscientific in one criticism and then identifies a more specific criticism e.g. 'cannot generalise', 'not objective' then this can be credited as two separate marks. Do mark the question as a whole so a response may not be credited in part 1 but there may be two distinct criticisms in part 2 where both can be credited, and vice versa. Similarly, responses to 1 and 2 may be put together to give one criticism. 2 x AO2 1 x A*-B 1 x C-E

Question	Answer	Marks	Guidance
15	1 mark for each relevant feature of the study e.g. aim (to see if pet owners have higher self-esteem than non-pet owners), sample (pre-adolescent children), measures (self –concept, self-esteem, autonomy), type of questions (closed using rating scales), controls (matching of family background), findings (pet owners scored higher on self-concept, self-esteem and autonomy compared to non-pet owners), conclusion (pets offer unconditional positive regard). To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.	4	Do not credit information given in the question i.e. use interviews, comparing pet-owners and non pet-owners. Do not credit both an aim and a conclusion if they use the same kind of statement e.g. 'Van Houtte & Jarvis aimed to show owning a pet raises self esteem' and 'They concluded that owning a pet does raise self esteem'. Do not credit references to self-concept, self-esteem and autonomy separately (e.g. in the findings) – a reference to one or more earns a maximum of 1 mark. 4 x AO1 1 x A*-B　　1 x C-E　　2 x F-G To award full marks, response must be accurate, coherent and detailed.
16	1 mark for identifying the area of application. Do credit other areas of application e.g. confidence building, self analysis, personality testing, treating autism. In these cases, credit identification of the application and thereafter credit each feature described as long as it pertains to the self. The most likely application to be offered is counselling and the mark scheme below covers this. 1 mark for each feature of counselling identified e.g. being non-judgemental, being non-directive/letting client make own decisions, offering unconditional positive regard, being genuine/empathetic, being client centred, listening, reflecting. A maximum of 1 mark for identifying either types of client (e.g. depressed) and/or situations where counselling is	4	It may be possible to award marks even where the application has not be explicitly identified e.g. when talking about raising a person's self esteem. 4 x AO2 2 x A*-B　　1 x C-E　　1 x F-G To award full marks, response must be accurate, coherent and detailed.

Question	Answer	Marks	Guidance
	used (e.g. relationship counselling) and/or outcomes (e.g. to cure depression, to rebuild relationships, to raise self esteem) Do credit other areas of application e.g. confidence building, self analysis, personality testing, treating autism. In these cases, do not credit identification of the application but do credit each feature described as long as it pertains to the self.		
17	1 mark for identifying that is the gap between where a child is at and where they could be i.e their potential. 1 mark for identifying the potential can only be realised with the help/support of others.	2	2 x AO1 1 x A*-B 1 x C-E
18	1 mark for 'you can map a (child's) development by (their) age'. 1 mark for '(cognitive development follows a) fixed order'.	2	Credit first statement only (for each response). 2 x AO2 2 x A*-B
19	1 mark for naming the 4th stage i.e. formal operational. 1 mark for a feature of the sensori-motor stage in the first row e.g. child develops object permanence, thoughts and behaviour are the same, children explore/examine their surroundings, child begins to make sense of sensations, child has body schemas/know they exist physically, children learn motor co-ordination, etc. 1 mark for a feature of the concrete operational stage in the third row e.g. chid can conserve, child decentres, children no longer animistic, children can think backwards, child uses/understands linguistic humour, seriation is evident, etc.	3	If more than one entry made for each blank space in the table, then credit first response. For stage, do not credit 'formal' on its own. On naming stage, accept first answer only – however, for features, can credit best/correct answer if more than one offered. 3 x AO1 1 x A*-B 1 x C-E 1 x F-G

Question	Answer	Marks	Guidance
20	1 mark for a brief or basic criticism e.g. the stages are too rigid, his theory is culturally biased, some people do not reach Piaget's last stage of development, etc. 2 marks for a more developed and detailed response e.g. 'Piaget's stages are too rigid (1) and do not allow for children developing at their own pace (1), 'Piaget said the stages were universal (1) but, for example, Aboriginal children seem to enter the concrete operational stage earlier because of the demands of their environment (1)'.	2	Do not credit descriptive comments alone, but do back credit such comments if they are related to an evaluative point which receives credit. However, do not credit descriptive statements given in the earlier source. 2 x AO2 1 x C-E 1 x F-G

Question	Answer	Marks	Guidance
21	The most likely answer is Piaget's conservation of number of experiment and the examples below assume this. However, credit other conservation experiments, or experiments into other concepts (e.g. object permanence, egocentrism). Do also credit experiments which are broad replications of Piaget's original experiment including those with alternative findings such as Rose & Blank and McGarrigle & Donaldson. AO1 marks for features of the study, such as type of study (cross-sectional), sample (different aged children), procedure (set up and changing of rows), measure (question asked), findings (children over 7 were more likely to state that the stretched out row had more counters when compared to younger children), conclusion (children in concrete operational stage are more able to conserve). For full AO1 marks to be awarded both procedure and findings must be covered. AO2 marks for evaluation points such as: artificiality of setting, task not being child friendly, the problem of asking the same question twice, unrepresentative sample (both in size and culture).	6	Do not credit information given in the question e.g. use of experiment. Evidence against Piaget's studies (i.e variations on the original study) can be used as long as they are used in an analytical way. 4 x AO1 2 x AO3 **5–6 marks:** There is a more detailed description of two key features of the study. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly. **3–4 marks:** There is description of at least one key feature of the study. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated. **1–2 marks:** There is a brief reference to one or more features of the study. Description may be basic or vague. Evaluation may be present but will be simple and/or brief. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.

Question	Answer	Marks	Guidance
22	1 mark for each correctly matched pair of boxes as indicated below: Linear Perspective to Example 1. Relative Size to Example 3. Superimposition to Example 2.	3	For each additional line drawn beyond the three required, subtract 1 mark. 3 x AO2 3 x F-G
23	1 mark for each brief but relevant criticism e.g. sample was too small, gender biased, culturally biased, task/set-up was artificial, the categorisation of 'known' objects was subjective, participants may have influenced each others' estimations, etc.	3	Do not double/treble credit limitations that overlap e.g. cannot generalise from sample, sample was unrepresentative, sample was only men. Do not credit descriptive statements e.g. the sample was small – only credit criticisms e.g. the sample was *too* small. Do mark the question as a whole so responses can be credited across parts 1, 2 & 3. 3 x AO3 1 x A*-B 1 x C-E 1 x F-G
24	1 mark for identifying one way in which research into perception has been used in advertising. This could be a technique (e.g. subliminal advertising), an example of an advert (e.g. how fishfingers are advertised to be perceived as more appetising), a concept applied to advertising (e.g. perceptual set) or an actual piece of research (e.g. how different sides of the brain 'pick up' different messages). Award up to 3 additional marks depending on level of detail. e.g. 'Research may be used to ensure a pie appears more	4	If the response starts with an example no marks should be awarded until a clear link is made with perception ie do not just give a mark for identifying what is being advertised. If more than one way of applying research is offered then credit best one. 4 x AO2 2 x A*-B 1 x C-E 1 x F-G To award full marks, response must be accurate, coherent and detailed.

Question			Answer	Marks	Guidance
			filling than competitors' (1). It may be advertised on a plate with few vegetables and small potatoes because it will look bigger in this context (1). In addition, if advertised just before meal times, the audience will be motivated to perceive it has more appetising assuming they are hungry (1). Giving the pie a name such as 'Porky Pie' may mean that audience expect it to be more substantial than others and therefore perceive it in this way (1)'.		
25			AO1 marks for reference to concepts such as: role of experience/cultural & individual variations in perception, top-down processing/interpretation of data/role of expectations, perceptual set (including motivation, emotion, context). AO2 marks for valid evaluation points such as: ignoring the role of instinct in perception, evidence that perception is data driven/bottom-up, evidence demonstrating the perceptual abilities of new-born babies, the fact we fall for illusions again and again despite experience, etc.	10	Evidence in favour of the constructivist can be credited as AO1 or AO2 depending on what will maximise the candidate's mark. Credit a maximum of 1 x AO1 mark for naming relevant features of the constructivist theory e.g. top-down processing, perceptual set, motivation, expectation, culture. However, beyond this, AO1 marks have to be earned through description/explanation (which can include examples). Where evaluation focuses on the role of experience then only credit responses which specifically explain why experience is not necessary e.g, 'experience cannot be important because new born babies appear to be able to perceive depth' earns 1 but 'new born babies appear able to perceive depth (1) despite limited or no experience (1)' earns 2. e.g. 'people perceive the world in very similar ways suggesting experience is overemphasised by the theory' earns 1 but 'people perceive the world in very similar ways (1) yet we assume they have quite unique experiences (1)' earns 2. e.g. 'why do people fall for the same illusions despite experience?' earns 1 but 'people should not fall for the same

Question	Answer	Marks	Guidance
			illusion twice in theory (1) because they should learn from their mistakes (1)' earns 2. 5 x AO1 5 x AO2 3 x A*-B 4 x C-E 3 x F-G **8–10 marks:** There is an explanation of at least two key concepts. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly. **4–7 marks:** There is a description of one or more key concepts. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated. **1–3 marks:** There is a brief reference to one or more key concepts. Key concepts may be described in common sense ways. There may be some attempt at evaluation but it will be weak. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.

APPENDIX 1: Assessment Objectives Grid (includes QWC)

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

APPENDIX 2: Grade Targets for Marks

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

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