

**GCSE**

**Psychology**

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

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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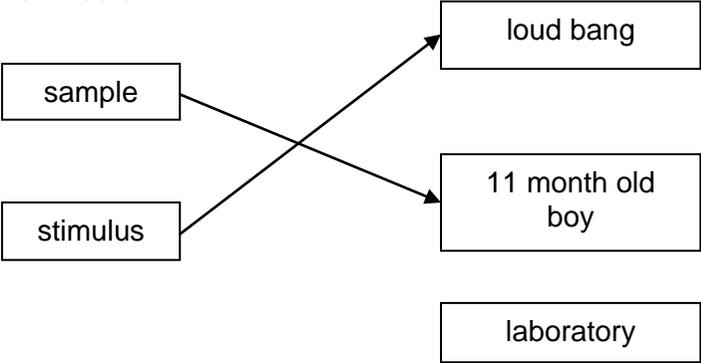
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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

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 as shown below.</p> <p><i>Hazen &amp; Shaver used <b>questionnaires</b> to investigate the relationship between attachment types and intimate relationships. The <b>participants</b> were newspaper readers. Relationships were measured using a series of <b>closed</b> questions.</i></p>	3	<p>Do not accept answers where more than one term is applied, eg “closed questionnaires”.</p> <p>3 x AO1</p>	
2	<p>1 mark for a brief or basic limitation e.g. ‘findings were gender biased’, ‘there was a response bias in the results’, ‘findings could not be generalised to other cultures’, ‘social desirability may have affected results’</p> <p>2 marks for a more developed and detailed response e.g. ‘findings were gender biased (1) as more women responded to the survey (1)’, ‘the research was only done in one town in America (1) so findings cannot be generalised to other cultures (1)’, ‘the results lack depth (1) as the type of questions restricted the responses (1)’, ‘the results may have been affected by social desirability (1) because the participants did not want to appear abnormal in their answers (1)’, ‘questionnaires rely on Ps giving honest and accurate answers (1) Since nobody would check, they might lie or exaggerate.(1)</p>	2	<p>Do not accept the idea that results are biased/unrepresentative/not generalisable/etc without some explanation.</p> <p>Eg ‘the findings were biased’(0).</p> <p>But ‘the findings were biased (1) as more women responded to the survey (1) – as this now adds context</p> <p>Statements must be evaluative, not descriptive for credit.</p> <p>Eg ‘they <i>only</i> used closed questions’, ‘the research was <i>only</i> conducted in one town,’ etc</p> <p>Do back credit description where it serves to support an evaluative point. Eg ‘the research was completed in one town (0)</p> <p>But, ‘the research was completed in one town (1) and so findings cannot be generalised to other cultures (1)</p> <p>We may back credit ‘lack of reliability’ or ‘lack of validity’ only if used to support an acceptable criticism.</p> <p>Eg, ‘as they used a questionnaire, participants may not have told the truth (1) and this would make the results invalid (1)</p> <p>2 x AO3</p>	
3(a)	<p>1 mark for ‘instinctively’ or similar response making reference to instinct e.g. ‘by instinct’</p>	1	<p>The question requires candidates to use the source and so alternative answers such as ‘innate’ are not acceptable.</p> <p>1 x AO2</p>	

Question	Answer	Marks	Guidance
3(b)	1 mark for '(infants) attach to one primary caregiver'	1	Do accept 'one primary caregiver' or even just 'one caregiver' 1 x AO2
3(c)	1 mark for 'first three years (of life)'	1	Do not credit 'three years' alone. 1 x AO2
3(d)	1 mark for 'poor language development' (or similar)	1	Responses must be taken directly from the source 1 x AO2
3(e)	1 mark for 'a parent goes away on holiday'	1	Must be a reference to parent (or similar e.g. carer) for mark to be awarded. 1 x AO2
4	1 mark for each key feature of the behaviourist theory e.g. attachments are learned/conditioned/develop through experience, reinforcement of attachment in infant, reinforcement of attachment in carer.  Eg 'The theory says that infants learn to attach (1 mark) An infant may interact with and gain attention from their caregiver which is rewarding (1 mark). The parent enjoys the reactions of the baby which is reinforcing of their attachment behaviour (1 mark)	3	Do not credit negative phrases which merely describe what the behaviourist theory does not state, eg 'the theory says that attachment is not an instinctive process' (0) The statements about behaviourist theory must be explicitly or implicitly related to attachment to receive credit. For full marks, reference to the reciprocal nature of attachment being rewarding for both carer and child is required.  For full marks, the response needs to be coherent and accurate.
5	1 mark for recognising that separation protest results from absence of carer/parent  1 mark for recognising that stranger anxiety occurs in the presence of an unfamiliar person	2	Distinction can be explicit or implicit for second mark. The candidate needs to explain the <i>source</i> of anxiety and distress. Do not simply credit use of the word 'stranger' or 'separation' – there needs to be recognition of what the terms means. 1 x AO1 1 x AO2

Question	Answer	Marks	Guidance	
6	<p>1 mark for each correctly matched pair of boxes as shown below:</p> 	2	For each additional line drawn beyond the 2 required subtract 1 mark.	2 x AO1
7	<p>Likely evaluation points: unethical procedure such as protection from harm, artificial conditions, only one child tested, only one stimulus tested, etc</p> <p>1 mark for each relevant evaluation point, eg 'The study was unethical because Albert was not protected from harm' (1 mark).</p> <p>or additional marks for a more elaborated point. Full marks can be awarded for one well developed point. Eg the procedure could be considered highly unethical because Albert was caused distress during the experiment (1mark) and because his phobia was never counterconditioned (1 mark). It may also be questioned whether Albert's mother knew what she was consenting to. (1 mark)</p> <p>Do not credit Albert's age/his personal inability to give consent as a reason for ethical concern.</p>	3	<p>For full marks, the evaluation needs to be expressed in the context of Watson &amp; Rayner's study, ie not criticisms of laboratory experiments in general</p> <p>For full marks, the response needs to be coherent and accurate.</p>	3 x AO3

Question	Answer	Marks	Guidance	
8(a)	1 mark for arachnophobia	1	Do credit misspelt words as long as they could not be interpreted as another type of phobia.	1 x AO2
8(b)	1 mark for 'response is not normal'	1	Responses must be taken directly from the source Do not accept merely 'not normal'.	1 x AO2
8(c)	<p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion. Do credit cognitive-behavioural methods as long as there is 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 Gwen 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 Gwen fears (1) and do this step by step from a picture of a spider to actually holding a spider (1)' Or plus 2 marks for a more detailed outline or a developed response e.g. 'implosion therapy (1) would involve her imagining her most feared situation e.g. being locked in a cupboard full of spiders (1) until she formed a new association with the insects (1)'</p> <p>Or plus 3 marks for a developed and coherent response</p> <p>e.g. 'systematic desensitisation (1) involves Gwen building up an anxiety hierarchy rating different situations to do with spiders on how bad</p>	4	<p>Context pertains to the arachnophobia. Referring to Gwen 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) eg do accept 'facing fear full on', 'fully confronted with phobic object', 'being immersed in her fear'. Do not accept 'facing her fear head on,' however, as this might be a smaller version of their fear.</p> <p>Do not credit 'realising fear is irrational' or similar as outcome needs to be behavioural rather than cognitive.</p> <p>To gain full marks, the candidate must contextualise their answer with reference to Gwen's phobia. There are no additional marks for this so the reference must be made through one of the features described.</p> <p>Rule of thumb for flooding:</p> <ul style="list-style-type: none"> <li>• 1 mark for naming</li> <li>• 1 mark for facing worst fear</li> <li>• 1mark for anxiety to reach its maximum peak and then calm</li> <li>• 1 mark for new association made</li> </ul> <p>Rule of thumb for systematic desensitisation:</p> <ul style="list-style-type: none"> <li>• 1 mark for naming</li> </ul>	4 x AO2

Question	Answer	Marks	Guidance		
	<p>they are (1) so you can gradually introduce her to the situation she fears most e.g. having a spider on her face (1). The idea is that she gradually learns to be relaxed in the presence of spiders (1)</p> <p>e.g. 'if you immerse (1) someone in their worst situation like Gwen being stood in a box of spiders (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 the creatures (1)'</p>		<ul style="list-style-type: none"> <li>• 1 mark for building hierarchy</li> <li>• 1 mark for relaxation in stages</li> <li>• 1 mark for new association made</li> </ul>		
9	<p>1 mark for each relevant feature of evolutionary theory e.g. preparedness to fear, need to survive, idea of instinctive/innate/born with/natural fears, inherited across generations, etc</p> <p>For example; 'Evolutionary theory says that we are instinctively (1) prepared to fear certain objects or situations so that phobias of them are easily triggered (1). This preparedness has been inherited across many generations (1) because it allowed our ancestors to survive and therefore reproduce (1).</p> <p>A well explained feature can be credited with 2 marks.</p>	4	<p>Do not credit examples alone (eg snakes, spiders, animals which are different in form to ourselves, etc) unless they illustrate a particular feature of the theory.</p> <p>The concept of preparedness must be explicitly or implicitly present in the response to earn full marks. The word 'preparedness' alone, is not creditworthy without an indication of what we are prepared for, eg 'a preparedness to fear certain objects rather than others'.</p> <p>Reference to the phobias of modern items such as cars can be credited if placed in the context of evolutionary explanations.</p> <p>For full marks, the response must be coherent, accurate and detailed.</p>		4 x AO1
10	1 mark for any brief but accurate definition e.g. not obeying, refusing to follow rules, not taking orders, etc	1	Do not accept merely 'disagreeing with authority'		1 x AO1
11(a)	1 mark for 'field'	1			1 x AO2

Question	Answer	Marks	Guidance	
11(b)	1 mark for type of uniform (or similar) or for listing two or more of the uniforms used e.g. guard or civilian clothing.	1	Do not credit simply 'uniform' or 'clothes' <span style="float: right;">1 x AO2</span>	
11(c)	1 mark for the stated outcome of any of the three tasks e.g. whether participants gave a dime to a stranger or not	1	Do not credit merely a reference to the task alone. Candidate must be explicit about the measure taken. <span style="float: right;">1 x AO2</span>	
11(d)	1 mark for any one of the following: same setting, same confederate/group of confederate, same set of orders	1	<span style="float: right;">1 x AO2</span>	
12	<p>1 mark for each distinct factor identified e.g. authority increases obedience, less familiar settings have higher levels of obedience, the use of uniforms increases obedience, if there is a consensus to obey then there is a pressure to obey, people are more likely to obey if rewarded for following rules</p> <p>Each identified factor must be explicitly or implicitly linked to obedience/keeping order for credit.</p> <p>1 mark for an explanation of how that factor can lead to an increase in obedience/keeping order e.g. 'in prisons disobedient prisoners are put in solitary confinement (1) to prevent there being a consensus to be defiant (1)' eg 'an army officer is high up in a hierarchy of command (1) which gives her or him a recognisable authority to maintain control amongst the soldiers (1)' eg a head teacher is a recognised authority figure (1) which gives her or him the power to punish in order to prevent students from</p>	3 x 2	<p>For full marks, answers must be contextualised with reference to keeping order in institutions, whether specific or general, for instance naming the institution, eg prisons, schools, etc, or more implicitly, eg reference to hierarchical structures.</p> <p>It is acceptable for all 3 situational factors to be related to the same institution or to different institutions</p> <span style="float: right;">6 x AO2</span>	

Question	Answer	Marks	Guidance
	disobeying (1) eg a teacher's power to punish (1) keeps control as students fear the consequences of disobedience (1)		
13	1 mark for each brief or basic criticism e.g. 'it ignores dispositional factors/individual differences', 'it relies on unethical research', 'situational factors are often tested under artificial conditions'  2 marks for each developed criticism e.g. 'it ignores individual differences (1) in the sense that mood may affect whether we obey in a certain situation or not (1)', 'it ignores dispositional factors (1) as some people may obey regardless of the situation (1), 'situational factors are often tested by deceiving people by giving them fake orders (1) and this is unethical (1)', 'situational factors may not apply to real life (1) as a lot of the research that supports it lacks ecological validity (1)'	2 x 2	Be careful not to double credit or fully credit points that overlap e.g. 'the theory ignores dispositional factors (1) because some individuals may obey more than others regardless of the situation (1)' and 'individual differences may be more important than situation (1) because people think about the same situation differently (1)' would score 3 as the general point is the same even if one response is more specific.  Do not accept 'it lacks ecological validity' or 'it is unethical'. Candidates need to be clear that it is the research on which the theory is based, or similar, not the theory itself which is lacking in ecological validity/ethics.  Similarly, do not credit an answer which purely offers a criticism of an individual research study (eg Milgram) and which does not relate this back to a criticism of the theory.
14(a)	1 mark for 'goes to a dance club' or for 'caring nature'	1	
14(b)	1 mark for 'plays for school football team' or for '(very) competitive'	1	
14(c)	1 mark for androgynous/androgyny	1	
15(a)	1 mark for circling 'false'	1	If both options circled then no marks.
15(b)	1 mark for circling 'false'	1	If both options circled then no marks.

Question	Answer	Marks	Guidance
15(c)	1 mark for circling 'true'	1	If both options circled then no marks.
16	1 mark for each brief but relevant criticism e.g. ignores the role of the environment/experience/learning, cannot explain the rise of androgyny, cannot explain cross-cultural differences in gender roles, does not easily explain how an individual can change their gender identity, fails to explain why two individuals with identical sex chromosomes and hormone levels could display different gender roles, etc	3	Do not credit overlapping points but do credit the general point that effect of environment is ignored as well as more specific points pertaining to the role of nurture e.g. existence of cultural variations.  Do not credit the point that biological theory does not explain atypical gender development.
17	1 mark for each distinct feature of the theory. However, a well explained feature/concept can be credited with further AO1 marks.  Features include: lust for mother vs castration anxiety (Oedipus complex), penis envy vs fear of losing mothers love (Electra complex), occurrence in phallic stage (between ages of 3 and 6), penis baby project, identification with same sex parent, role of unconscious in acquiring gender, etc  Do not double credit the same concept in boys and girls – eg boys' lust for their mother/girls' lust for their father, boys' identification with father/girls' identification with mother, etc	6	There must be reference to both complexes for full marks although this does not need to be balanced.  <b>5-6 marks:</b> 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.  <b>3-4 marks:</b> 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

Question	Answer	Marks	Guidance	
			<p>spelling, punctuation and grammar. Meaning is communicated.</p> <p><b>1-2 marks:</b> There is a brief outline 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><b>0 marks:</b> No or irrelevant answer.</p>	
18(a)	1 mark for a brief but accurate definition e.g. when data enters memory, when information is put into the memory system, when data first goes into memory, etc	1	<p>Do not credit a sentence/statement where the only verb is 'input'.</p> <p>NB It is the process that needs to be defined not the data itself.</p>	1 x AO1
18(b)	1 mark for a brief but accurate definition e.g. when data is retained (for later use), when information is recorded, when data is banked in memory, when data is saved to memory, etc	1	Do not credit a sentence/statement where the only verb is 'store'.	1 x AO1
19(a)	1 mark for ticking 'sensory store'	1	If more than one box ticked then award zero.	1 x AO1
19(b)	1 mark for ticking 'attention'	1	If more than one box ticked then award zero.	1 x AO1
20(a)	1 mark for identification of the memory aid whether explicit (e.g. chunking, use of cues, imagery, rehearsal) or implicit (e.g. relating one piece of information to another piece by meaning).	1		1 x AO2
20(b)	1 mark for description or further	2	If description and application do not relate to the memory	2 x

Question	Answer	Marks	Guidance	
	<p>description/explanation of the identified memory aid (eg how it can be applied to the task).</p> <p>1 mark for an explanation of how the memory aid works.</p> <p>e.g. "Sean could use chunking (1) by grouping pairing drinks e.g. coke and then wine (1) so that each drink does not take up as much space in memory (1)"</p> <p>e.g. "He could picture something to represent each drink (1) so that he is something more tangible to remember like a beard for a beer (1) and this could act as a trigger when he gets back to the bar (1)"</p>		<p>aid identified then credit part (b) rather than part (a).</p> <p>For full marks, the answer must be placed into the context of the source (ie having to remember a list of drinks)</p>	AO2
21	<p>1 mark for another term or phrase that demonstrates displacement e.g. being shunted/pushed out</p> <p>1 mark for the reason displacement occurs e.g. memory overloaded, limited capacity/space, etc</p> <p>1 mark for an additional detail e.g. information becomes unavailable (rather than inaccessible), occurs in STM, concept of 'first in first out', etc</p>	3		3 x AO1

Question	Answer	Marks	Guidance	
22	<p>AO1 marks for reference to features of the study, such as: the method (laboratory experiment), experimental design (repeated measures), sample (students), materials (series of commercials), IV (immediate vs delayed recall), DV (products recalled from commercials), controls (random presentation of commercials), findings (no recency effect in delayed recall), conclusion (position of commercial in presentation does affect chance of commercial/product being recalled).</p> <p>AO3 marks for valid evaluation points such as: low ecological validity, low construct validity, issue of demand characteristics, sample bias, difficulties of controlling meaningfulness of commercials/products, etc.</p>	10	<p>1 x AO3 mark should be awarded for each distinct evaluative point but a well-developed point could earn 2 or more AO3 marks.</p> <p>If candidate only makes reference to one experimental condition (likely to be the immediate recall condition) then limit to Band 2.</p> <p>To earn more than 1 mark for each evaluative point, that point must be well developed and contextualised.</p> <p>For full A01 marks, reference to both procedure and findings must be given</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> There is a description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <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</p>	5 x AO1 5 x AO3

Question	Answer	Marks	Guidance
			<p>simplistic ways. There may be some attempt at evaluation but it will be weak.</p> <p>Quality of written communication can be basic, using few if any psychological terms.</p> <p>There can be some errors in spelling, punctuation and grammar.</p> <p><b>0 marks:</b> No or irrelevant answer.</p>

**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](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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