

GCSE

Psychology

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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.

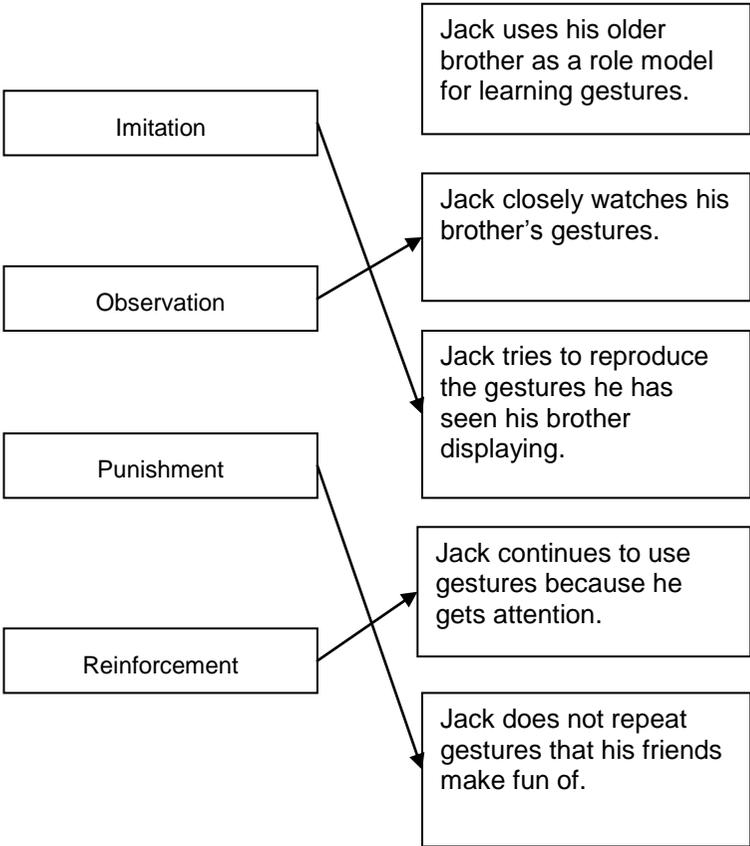
Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. 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
	Expansion
	Evaluation
	Banded down/cap mark
	Cross
	Caret sign to show omission
	Unclear
	Slash

Q	Answer	Marks	Guidance	
1(a)	1 mark for 'nose wrinkles (right up)' or similar response	1	1 x AO2	
1(b)	1 mark for 'stamps (her foot)' or similar response	1	1 x AO2	
2	<p>1 mark for each correctly matched pair of boxes as shown below</p> 	4	<p>For each additional line drawn beyond the four required subtract one mark.</p>	4 x AO2

Q	Answer	Marks	Guidance
3(a)	1 mark for ticking 'two' (first box)	1	If more than one box ticked then zero marks. 1 x AO1
3(b)	1 mark for ticking 'rating scales' (second box)	1	If more than one box ticked then zero marks. 1 x AO1
4	<p>1 mark for a brief or basic limitation e.g. 'it lacked ecological validity', 'emotions were measured in a simplistic way', 'only students were used'</p> <p>2 marks for a more developed response e.g. 'it lacked ecological validity (1) because emoticons are not like real faces (1)', 'interpreting emotions is a complex process (1) which should not be measured using simple scales (1)', 'researchers only tested one dimension of emotion (1) so the findings may not generalise to interpretation of other emotions (1)'</p> <p>3 marks for a detailed and sophisticated response e.g. 'it lacked ecological validity (1) because 2D faces were tested (1) and this does not represent the 3D faces we tend to see in reality (1)', 'only students were tested (1) which is age biased (1) and may have led to results that showed how younger people interpret faces but not represent how older people do (1)'</p>	3	<p>Descriptive statements (e.g. emoticons were used for faces) can be back-credited where they form part of the broader evaluation point.</p> <p>Do credit references to the second experiment which used photographs rather than emoticons.</p> <p>Do not credit the idea that there was a cultural bias in the selection of participants.</p> <p>3 x AO3</p>
5	<p>For each technique: 1 mark for identifying the feature by name or by outline 1 further mark for a description/explanation of the feature.. e.g. 'modelling (1) involves a <u>trainer</u> demonstrating appropriate social skills (1)' 'individuals get feedback on their use of <u>gestures</u> etc (1) so that <u>positive non-verbal communication</u> is reinforced (1)' 'imitation is used (1) where <u>offenders</u> will copy a behaviour that has been modelled for them (1)' 'people take part in <u>role plays</u> (1) as this is an opportunity to act out what they have observed (1)'</p>	2x2	<p>Although features may relate to one another, be careful not to credit the same feature/description twice across the two techniques.</p> <p>There needs to be evidence of context (SST) to award full marks but this can occur as part of one technique rather than both.</p> <p>However, if no context to show it is SST, then limit to 2 marks.</p> <p>NB 'Role play' as a technique</p> <p>4 x AO2</p>

Q	Answer	Marks	Guidance	
			<p>would be context enough but other likely techniques (e.g. modelling, practice, homework, feedback, reinforcement) will need more context.</p> <p>Use of context (e.g. an example) does not get a mark in itself but needs to be present to access 3 or 4 marks.</p> <p>Examples are only creditworthy where they illustrate a point not already made.</p> <p>Do mark this response holistically to identify the best covered techniques.</p>	
6	<p>1 mark for identifying each of the following features in relation to the source;</p> <ul style="list-style-type: none"> • ideal self – Colin wishes he was more independent • self concept – Colin sees he is unable to make any serious decisions about his life • lack of unconditional positive regard – Colin’s mother only shows him respect when she wants something fixing • lack of self actualisation – Colin worries he will never reach his full potential <p>Plus one mark (maximum) for a more general statement about humanistic ideas in relation to self esteem which has been applied to the source e.g. Colin’s low self esteem is due to the gap between his ideal self and self concept, Colin’s mother’s criticism will impact on his self concept by making him feel bad about himself.</p>	4		4 x AO2

Q	Answer	Marks	Guidance	
7	<p>1 mark for each feature identified e.g. being non-judgemental, being non-directive, listening, reflecting, offering unconditional positive regard, showing empathy, improving self concept, encouraging more realistic view of ideal self, etc</p> <p>1 mark for an explanation or description of the chosen feature</p> <p>e.g. 'non-directive (1) is when the counsellor does not offer advice as the client knows themselves best (1)'</p> <p>e.g. 'reflecting is important (1) as it helps the client to reconsider their beliefs and thoughts about their situation (1)'</p>	2 x 2	<p>Be careful not to credit features that overlap e.g. 'being non-directive' and 'letting client make their own choices'</p> <p>Do mark this response holistically to identify the best covered features.</p>	
8	<p>1 mark for each correctly placed term as shown below:</p> <p>An alternative theory to the humanistic theory is trait theory. This theory assumes that people share certain characteristics. For example, extraversion measures how shy or out-going a person is. Another measure is neuroticism which tells us how emotionally stable a person is.</p>	3	3 x AO1	
9	<p>Up to 2 marks for each distinct feature of the procedure e.g. method used, sample, matching of key factors, measures taken,</p> <p>Up to 2 marks for each distinct finding e.g. pet owners had higher self-esteem than non-pet owners or for a conclusion e.g. pets offered unconditional positive regard</p>	4	<p>To award mark for sample, two features of the sample must be present e.g. number of participants, sex, age, nationality.</p> <p>Max 1 mark for method of data collection e.g. questionnaire/interview/closed questions/rating scale</p> <p>Max 1 mark for measures taken e.g. autonomy, self concept, self esteem, etc</p> <p>Do not credit reference to pet owners vs non-pet owners under procedure but do note that this information may help to clarify findings where explicit comparisons may not be drawn.</p>	

Q	Answer	Marks	Guidance	
10	<p>1 mark for a statement which draws an implicit comparison using one of the concepts e.g. illusions make us perceive things that are not there e.g. we only sense a 2D world e.g. perception is constant when sensation is not</p> <p>2 marks for a clear comparison between the processes that uses one of the concepts e.g. with some illusions we sense one image (1) yet perceive two (1) e.g. sensation is two-dimensional (1) yet we perceive a three-dimensional world through the use of depth cues (1) e.g. when we sense an object has changed colour because of a change in lighting (1), we still perceive the colour as being constant (1)</p>	2	<p>If the response is generic rather than in relation to one of the concepts in the question then no marks.</p> <p>Candidates should not be credited for using ambiguous terms such as 'seeing' which could be applicable to both sensation and perception.</p>	2 x AO2
11	<p>1 mark for each relevant descriptive point/statement e.g. role of environment in shaping perception, top-down processing/use of prior knowledge/brain dominant, perceptual set or more specifically references to expectation or context, cultural variations in perception, perceiving the world differently, etc</p> <p>e.g. 'Perceptual abilities are said to develop as we experience our physical environment (1). This helps us to build up a perceptual set that we use to help us make sense of new sensations (1). In this sense, perception is a top-down process relying more on past experience than the data sensed by the eyes (1)'</p>	3	<p>Do credit examples where they illustrate a separate descriptive point.</p> <p>Where both top down and bottom up processes are referenced or outlined do not mark positively – one will negate the other resulting in zero marks for that part of the answer.</p> <p>Candidate is likely to focus on visual perception but does not have to.</p>	<p>3 x AO1</p> <p>For full marks, response needs to be accurate, coherent and detailed.</p>

Q	Answer	Marks	Guidance	
12	<p>1 mark for each relevant descriptive point/statement e.g. perception is natural/innate/there at birth, role of evolution/instinct in developing perceptual abilities, bottom-up processing/data driven process, perception is immediate/direct, optic flow, perception is universal, etc</p> <p>e.g. 'Nativist theory states that perception is an instinctive process (1). There is no need for the brain to interpret the information sensed by the eyes (1) because all the information is perceived both immediately and directly (1).'</p>	3	<p>Do credit examples where they illustrate a separate descriptive point.</p> <p>Where both top down and bottom up processes are referenced or outlined do not mark positively – one will negate the other resulting in zero marks for that part of the answer.</p> <p>Candidate is likely to focus on visual perception but does not have to.</p>	<p>3 x AO1</p> <p>For full marks, response needs to be accurate, coherent and detailed.</p>
13(a)	1 mark for circling 'false'	1	No credit if both options circled.	1 x AO1
13(b)	1 mark for circling 'false'	1	No credit if both options circled.	1 x AO1
13(c)	1 mark for circling 'false'	1	No credit if both options circled.	1 x AO1
13(d)	1 mark for circling 'true'	1	No credit if both options circled.	1 x AO3
14	<p>1 mark for identifying a relevant technique – either by name e.g. subliminal advertising or by description e.g. put messages on the right side of an advertisement</p> <p>1 further mark for a basic application to the advertising of a chocolate bar</p> <p>e.g. 'context can be used (1) by placing the chocolate bar on a small table to make it look bigger than it really is (1)'</p> <p>e.g. 'subliminal advertising (1) would involve an image of the chocolate bar been flashed upon a screen very quickly (1)'</p> <p>Or 2 further marks for a more sophisticated application to the advertising of a chocolate bar</p> <p>e.g. 'perceptual set can be exploited (1) by advertising the chocolate bar in between meals (1) when the audience are motivated by hunger and will perceive the product to be more appealing (1)'</p>	3	<p>Be careful not to give credit where a response is referring to recall of the product – the emphasis should be on the audience's perception of it.</p> <p>If response does not use the advertising of a chocolate bar as its context (using no product or an alternative product instead) then maximum 1 mark.</p> <p>Do not credit responses that make references to other cognitive processes besides perception e.g. memory, attention.</p>	<p>3 x AO2</p> <p>For full marks, response needs to be accurate, coherent and detailed.</p>

Q	Answer	Marks	Guidance	
	<p>e.g. 'expectations can be manipulated (1) so that if a chocolate bar is marketed as a luxury brand (1) then potential customers will perceive the bar as tasting nicer because that is what they expect before sensing it (1)'</p> <p>e.g. 'using subliminal messaging (1) by flashing up a brief message like 'love chocolate' with an image of the bar (1) so that the unconscious mind drives the person to desire that chocolate (1)'</p>			
15(a)	1 mark for circling '3'	1	No marks if more than one number circled.	1 x AO2
15(b)	1 mark for circling '1'	1	No marks if more than one number circled.	1 x AO2
16(a)	<p>1 mark for identifying the use of biological and adoptive parents</p> <p>1 mark for the use of criminal records</p>	2	Do check both points are in the context of a clear statement(s).	2 x AO1
16(b)	<p>1 mark for a brief or basic response e.g. 'only used data from males', 'culturally biased', 'criminal records may be unreliable'</p> <p>2 marks for a more developed and detailed response e.g. 'the study was only carried out in Denmark (1) so findings may be culturally biased (1)', 'there is the issue of a contamination effect (1) since many adoptees may have been influenced by being raised initially by their biological parents rather than their adoptive parents (1)'</p>	2	Do not back credit description here but do recognise it may be important in helping to make sense of a broad limitation e.g. do not credit 'study is biased' but do credit 'Danish men were studied making the study biased'.	2 x AO3
17	<p>1 mark for identifying a way crime may be reduced whether general e.g. punishment, vicarious reinforcement or specific e.g. use of prisons, surveillance, token economy, social skills training, etc</p> <p>1 further mark for some description of the technique/practice e.g. 'prisons are used (1) because they serve as a form of punishment (1)'</p>	3	If more than one way is offered then credit best response. However, examiners should be mindful that candidates may be describing a number of techniques as part of a broad strategy e.g. prisons are multifunctional (to	<p>3 x AO2</p> <p>For full marks, response needs to be accurate, coherent and detailed.</p>

Q	Answer	Marks	Guidance	
	<p>e.g. 'rehabilitation programmes (1) aim to reinforce appropriate non-offending behaviour (1)'</p> <p>Or 2 further marks for a detailed description and/or explanation of the technique/practice e.g. 'prisons are used (1) as a form of deterrent (1) because if others observe criminals being punished for their crimes they are not motivated to imitate them (1)'</p>		<p>punish, to rehabilitate, to deter). To award 2 marks the answer must be clearly in the context of criminal behaviour. To award full marks, it must be evident how crime would be reduced as a consequence of the chosen way.</p>	
18	<p>Candidates are likely to describe either biological theory or social learning theory in response to this question but do credit other relevant theories e.g. psychodynamic theory.</p> <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>For biological theory likely features include: role of inheritance, criminal gene, criminality as a fixed behaviour, examples of brain dysfunction (e.g. limbic system, corpus callosum, etc), facial features (at least two for 1 mark), etc</p> <p>For social learning theory likely features include: identification with role model, observing model, imitating role model, vicarious reinforcement, direct reinforcement, punishment, etc</p>	6	<p>If SLT is described, there must be a clear application to criminal behaviour to award top band marks. Maximum 1 mark for listing two or more relevant parts of the brain (if biological theory is used). If theory is not named or misnamed, mark description as normal i.e. full 6 marks can still be awarded.</p> <p>6 x AO1</p> <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</p>	

Q	Answer	Marks	Guidance	
				<p>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>
19(a)	1 mark for 'given support (by adults)'	1		1 x AO2
19(b)	1 mark for '(organising) children into year groups'	1		1 x AO2
20(a)	1 mark for ticking 2 nd box (experiment)	1	No marks if more than one box ticked.	1 x AO1
20(b)	1 mark for ticking 3 rd box (rows of counters)	1	No marks if more than one box ticked.	1 x AO1
20(c)	1 mark for ticking 3 rd box (younger children and older children)	1	No marks if more than one box ticked.	1 x AO1
20(d)	1 mark for ticking 2 nd box (whether children understand about the properties of an object))	1	No marks if more than one box ticked.	1 x AO1

Q	Answer	Marks	Guidance	
21	<p>1 mark for each brief or basic limitation of the procedure e.g. 'setting was artificial', 'task was not child friendly', , 'only used children from one culture', 'children may have been confused by being asked the same question again'</p> <p>2 marks for each developed and detailed limitation of the procedure e.g. 'by asking the same question twice he may have forced younger children to change their answer (1) because they felt they had got something wrong (1)', 'the setting was artificial (1) therefore the study lacks ecological validity (1)'</p>	2 x 2	<p>Do not back credit description here but do recognise it may be important in helping to make sense of a broad limitation e.g. do not credit 'children were confused' but do credit 'children were confused by being asked the same question again'.</p> <p>4 x AO3</p>	
22	<p>AO1 marks for reference to concepts such as: stages of development, maturation/age-related/universal/fixed, children as scientists/active learners, features of stages including object permanence, egocentrism, animism, decentration, conservation, hypothetical thinking, etc.</p> <p>AO2 marks for valid evaluation points such as: stages too rigid, ignores individual differences in development, ignores the effect of socio-cultural factors, culturally biased, does not consider different types of thinking, etc</p>	10	<p>To be awarded a top band mark, the candidate must identify all four stages of cognitive development and offer an outline of each one. This does not include simply stating ages.</p> <p>Maximum of 1 mark for just listing stages.</p> <p>NB Do not credit criticisms relating to children with special educational needs/learning needs as Piaget's theory is a theory of typical gender development.</p> <p>NB Do not credit the idea children can skip stages or that they can go through stages in a different order, if offered as a criticism.</p> <p>5 x AO1 5 x AO2</p> <p>8–10 marks: There is a thorough description of at key concepts/ stages. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>4–7 marks: At the top of this band there is a detailed description of key concepts/stages. This is done with some accuracy. There must be an attempt to evaluate to score above 5</p>	

Q	Answer	Marks	Guidance
			<p>marks. Evaluation points may be brief but should be relevant.</p> <p>At the bottom of this band, description of the key concepts/stages may be brief and/or partially accurate possibly with some relevant, if brief, evaluation. 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/stages. 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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