

GCSE (9–1)

Candidate Style Answers

PSYCHOLOGY

J203

For first teaching in 2017

**Candidate style answers
with examiner's
commentary for the
J203/01 SAMs**

Version 1



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Introduction

These candidate style answers are designed to accompany the OCR J203 GCSE Psychology specification for first teaching from September 2017 <http://www.ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf> J203/01 and the SAMs mark scheme and papers <http://www.ocr.org.uk/Images/309307-unit-j203-01-studies-and-applications-in-psychology-1-sample-assessment-material.pdf> STUDIES AND APPLICATIONS IN PSYCHOLOGY 1.

OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCSE Psychology specification and to bridge the gap between new specification release for first teaching from September 2017 and availability of exemplar candidate work following first examination in summer 2019.

This content has been produced by senior OCR examiners, to illustrate how sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a high, medium and lower level response might include, supported by examiner commentary and conclusions.

As these responses have not been through full standardisation ahead of formal grade setting for the new specification and do not replicate student work, they have not been graded and are instead, banded 'lower', 'medium' or 'high' to give an indication of the level of each response. Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

Question 1a

Identify the method used to gather data in Tandoc et al.'s (2015) study into Facebook use. [1]

- A experiment
- B interview
- C observation
- D questionnaire

Sample answer

D questionnaire

Question 1b

Identify the sample used in Tandoc et al.'s (2015) study. [1]

- A hospital doctors
- B journalism students
- C office workers
- D psychology teachers

Sample answer

B journalism students

Question 1c

Identify a conclusion that can be drawn from Tandoc et al.'s (2015) study. [1]

- A Facebook use on its own does not link directly to depression
- B Facebook use on its own links directly to depression
- C Facebook envy does not link directly to depression
- D Facebook surveillance does not correlate with Facebook envy

Sample answer

A Facebook use on its own does not link directly to depression

Question 2

Explain **one** way an individual diagnosed with a mental health problem may experience stigma and discrimination. [2]

Sample answer

(i) An individual may not be promoted in their workplace because their employers believe that they won't be able to cope with the pressure of increased responsibility.

Marks awarded: 2

(ii) Weren't selected to play for the team at the weekend.

Marks awarded: 1

(iii) If someone has a mental health problem then they need to be offered treatment by the NHS.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for an appropriate judgement (not getting promoted) and 1 mark for providing a logical chain of reasoning (not being able to cope). This response clearly matches the expectations of the mark scheme and so there is not obvious way to improve it.

(ii) 1 mark for a judgement that could be appropriate – an individual may not get selected for a team due to social exclusion or because they are considered not strong enough psychologically. However, without the rationale, only 1 mark can be awarded. To improve this answer, the candidate needs to include a reason for their judgement which relates to stigma and/or discrimination.

(iii) This response does not relate to stigma or discrimination. To improve this answer, and if still using access to treatment as the example, the candidate would need to suggest that an individual with a mental health problem (perhaps compared to an individual with a physical health problem) is less likely to get treatment.

Question 3

Outline the impact of neurological damage to the frontal lobe. [2]

Sample answer

(i) Neurological damage to the frontal lobe could affect recall in terms of what could be remembered.

Marks awarded: 1

(ii) A person with this damage could develop symptoms of schizophrenia especially those related to functions such as planning, decision making and problem solving.

Marks awarded: 2

(iii) The impact of damage to the frontal lobe is that a person struggles to control their mood so that they are prone to fits of depression and then other times are very manic.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for identifying the impact of neurological damage e.g. effect on recall. The response is too repetitive for both marks. To improve the answer, the candidate should have made it clear that recall is actually poorer (otherwise the implication is it could be reduced or enhanced by the damage).

(ii) This is a detailed response in terms of considering the impact on behaviour. 1 mark for identifying the symptoms of schizophrenia as a possible effect and then a further mark for essentially identifying some of the functions of the temporal lobe through the response. The answer could be improved if the candidate was more explicit about the functions of the temporal lobe but the response is still good enough to earn both marks.

(iii) The candidate had misunderstood the function of the temporal lobe and damage to it would not have a direct impact on mood. To improve the answer, the candidate needs to identify cognitions or behaviours related to the function of this particular part of the brain.

Question 4a(i)

Daniel, Weinberger and Jones (1991) used a laboratory experiment to investigate schizophrenia.

Identify the independent variable in this study. **[1]**

Sample answer

(i) Type of drug

Marks awarded: 0

(ii) Whether participants were given amphetamine or not.

Marks awarded: 0

(iii) Amphetamine versus a placebo drug.

Marks awarded: 1

Commentary on the answer

(i) This response is too vague. To improve the response, the candidate needs to clearly state how drugs were used differently in each condition.

(ii) This response does not make it clear what happened in the control condition. To improve the response, the candidate needs to be explicit about how the IV changes between conditions.

(iii) As there is no requirement to give the exact measure of amphetamine used, this answer is detailed enough to earn the mark. To improve the answer, the candidate could have referred to two conditions rather than using the word 'versus'.

Question 4a(ii)

Daniel, Weinberger and Jones (1991) used a laboratory experiment to investigate schizophrenia. Identify the dependent variable in this study. **[1]**

Sample answer

(i) How participants did on the WCST.

Marks awarded: 1

(ii) Scores on the BAR task and the Wisconsin task

Marks awarded: 0

(iii) Readings from SPECT scan

Marks awarded: 0

Commentary on the answer

(i) The abbreviation is well accepted so the mark can be awarded. To improve the answer, it would be safer for the candidate to use words rather than acronyms.

(ii) The WCST is referred to but only partially and it is coupled with a task that does not relate to the DV. A muddled response so no marks awarded. To improve the answer, the candidate needed to be precise about the DV.

(iii) This is not the DV but a co-variable measured against level amphetamine levels. To improve the answer, the candidate needed to know the DV in this study as opposed to other measures taken.

Question 4b

Explain why this study was not conducted as a natural experiment. [2]

Sample answer

(i) The study was not conducted as a natural experiment because the IV (amphetamine or placebo) was directly manipulated by the researchers.

Marks awarded: 1

(ii) It would not be natural to expect people to take amphetamines voluntarily and so participants had to have this done secretly instead.

Marks awarded: 0

(iii) A natural experiment relies on the IV being naturally occurring and although participants may take amphetamines in real-life this would not be done in such a controlled way nor would it be done with a placebo as a control.

Marks awarded: 2

Commentary on the answer

(i) This response does not explicitly state what a natural experiment is but does show understanding of how the researchers manipulated their IV. To improve the answer, the candidate needed to show they knew what a natural experiment involves.

(ii) There is some evidence of understanding here but a lack of clarity in the response. To improve their answer, the candidate should have been clearer in what circumstances amphetamine intake would not have been voluntary and why it had to be manipulated instead.

(iii) 1 mark for explaining what a natural experiment is at the start and 1 mark for explaining why the study had a manipulated independent variable. To improve the answer, the candidate might have finished by stating that this is why the situation needed to be set up.

Question 5

Describe one weakness of the Social Drift theory as an explanation for schizophrenia. [3]

Sample answer

(i) There may be a bias in diagnosis. Rather than more people with schizophrenia ending up in the lower social classes, it may be that psychiatrists and other professionals are more likely to diagnose this group of people with the disorder. Because the people doing the diagnosing are from the middle classes, they may not relate to working class people enough to adequately understand their problems, and misinterpret their problems as schizophrenia.

Marks awarded: 3

(ii) Weakness: rather than just looking at wider social factors, we should focus 'closer to home' to look at the family as a cause of schizophrenia.

Marks awarded: 1

(iii) One weakness of the theory is that by looking at society tends to ignore biological factors involved in schizophrenia. Even if society makes matters worse by rejecting people with schizophrenia, the fact is that there is a lot of evidence that these people have brains that work differently which is too much of coincidence.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for the identification of an appropriate weakness (bias in diagnosis). 1 mark for explaining the weakness. 1 mark for explaining the weakness in relation to schizophrenia. To improve the answer, the candidate could have considered relating the point more obviously back to the idea of social drift.

(ii) 1 mark for identification of an appropriate weakness (family is ignored). To improve the answer, the candidate could have been clearer on the impact the family has in relation to schizophrenia and how this is not accounted for by social drift theory.

(iii) 1 mark for identification of an appropriate weakness (ignoring biology) and 1 mark for explaining this weakness. To improve the answer, the candidate needed to take the explanation a little further – perhaps by explaining what exactly is too much of a coincidence and why.

Question 6a

Which neurotransmitter is thought to contribute to the development of schizophrenia? [1]

Sample answer

(i) The neurotransmitter which is thought to contribute to the development of schizophrenia is called dopamine.

Marks awarded: 1

(ii) Dopmine.

Marks awarded: 1

(iii) Melatonin.

Marks awarded: 0

Commentary on the answer

(i) Correct. To improve this answer, the candidate could have just named the neurotransmitter rather than writing a full sentence.

(ii) Although miss-spelt, it is unlikely to be any other word apart from 'dopamine' so give the benefit-of-doubt. To improve the answer, the candidate could have spelt the word correctly.

(iii) Incorrect. To improve, the candidate needed to give the right neurotransmitter.

Question 6b

A researcher wants to study the effect cognitive behavioural therapy (CBT) had on patients diagnosed with schizophrenia to see if there was a difference between those who had CBT and those who had not.

Identify the independent variable in his study. **[1]**

Sample answer

(i) IV = having CBT or not.

Marks awarded: 1

(ii) The independent variable is whether people have schizophrenia or not.

Marks awarded: 0

(iii) The researcher wanted to study the effect of cognitive behavioural therapy.

Marks awarded: 0

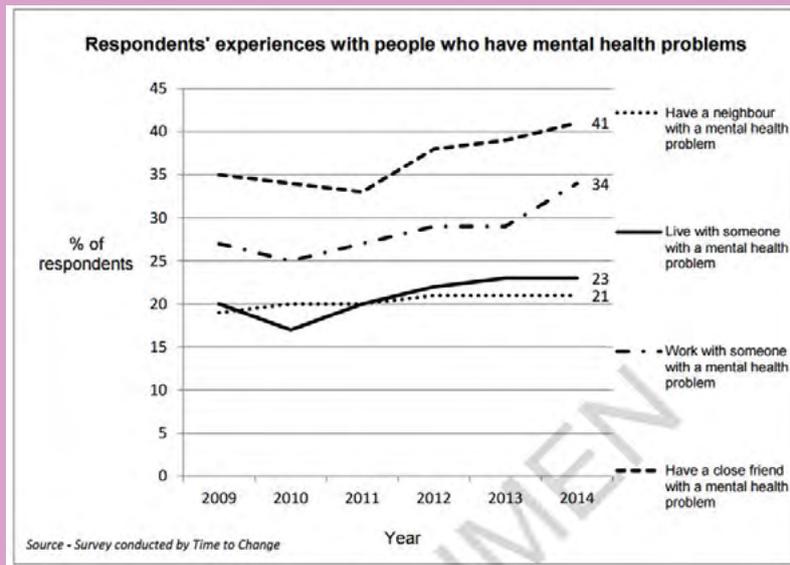
Commentary on the answer

(i) Correct answer as per mark scheme. The candidate could have improved the answer by being clearer on the 'not' condition.

(ii) Incorrect. To improve the answer, the candidate needed to look for the IV given in the source.

(iii) Incorrect. Although the response focuses on therapy, it reads as the aim rather than an independent variable. To improve the answer, the candidate needs to respond to this kind of question with two distinct conditions.

Question 7a



Calculate the percentage increase in respondents who lived with someone with a mental health problem in 2014 compared with 2009. Show your working. [2]

Sample answer

(a) 3%

Marks awarded: 0

(b) 15

Marks awarded: 1

(c) $23 - 20 = 3$

$3/20 = 0.15$

$0.15 = 15\%$

Marks awarded: 2

Commentary on the answer

(i) Incorrect. The candidate may have benefited from doing a rough estimate of the increase to realise their response was way off.

(ii) 1 mark for a correct answer. To improve the answer, the candidate should show their working as instructed. It is also good practice to include the percentage symbol, even if not required here.

(iii) 1 mark for the answer and 1 mark for the workings. To secure the mark for working, the candidate may have wanted to show how they translated 0.15 into 15%.

Question 7b

Calculate the percentage of respondents who did **not** have a close friend with a mental health problem in 2014. Show your working. [2]

Sample answer

(i) $100\% - 21\% = 79\%$

Marks awarded: 0

(ii) 69% (100-41)

Marks awarded: 1

(iii) 59% as 41 (percentage with a close friend with mental health) $+ 59 = 100\%$ (the percentage equivalent of all respondents).

Marks awarded: 2

Commentary on the answer

(i) Although the candidate has performed the right kind of calculation, it is using the wrong figure. The candidate would be advised to read from the graph carefully – in this case, the key.

(ii) 1 mark for working even though the actual answer is wrong. The candidate would be advised to double-check their final answer matches the calculations.

(iii) Both answer and working get credit. To improve the answer, the candidate's working could have been more succinct.

Question 8a

Outline **one** criticism of the ABC Model of clinical depression. [2]

Sample answer

(i) One criticism is that it assumes that depression is a result of irrational thoughts. This may not always be the case – it would seem to quite rational to respond to something like the loss of a job with concern and worry, which might reasonably lead to depression.

Marks awarded: 2

(ii) How do people get depressed when there is not an obvious activating event?

Marks awarded: 1

(iii) The ABC model focuses on the thinking behind depression. The social rank theory is more interested in biology.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for the identification of a criticism of the ABC Model. 1 mark for a developed criticism in relation to this model. The candidate could have improved this answer by making the opening statement more explicitly critical. As a statement alone it is just a description of the model but, fortunately, in the context of what follows it can be back-credited as a criticism.

(ii) 1 mark for identifying a weakness of the model. Although phrased as a question, the criticism is implicit. To improve this answer, the candidate could have suggested an alternative explanation for depression that accounts for the issue raised.

(iii) The opening statement is just a description of the model – it is not a criticism of it. The implied comparison with an alternative theory is not enough to identify the criticism. To improve this response, the candidate needed to make the opening statement more evaluative – perhaps by suggesting only thoughts (or free will) are considered and then going on to make a more explicit comparison with the alternative theory.

Question 8b

Frank was playing the latest video game online. Following the completion of the game, he sent his opponent a message requesting a rematch. The request was ignored. Frank became angry, believing his opponent hated him and broke his controller by throwing it against a wall.

Explain how a belief about an event could lead Frank into reacting this way. [2]

Sample answer

(i) For Frank to react in the way that he does we would have to assume that his belief about why his opponent ignored is not a rational one.

Marks awarded: 1

(ii) Frank clearly believes that his opponent is snubbing him and so this makes him feel angry. We know he is angry because he throws his controller against the wall. He must have originally believed that this would make him feel better.

Marks awarded: 0

(iii) When events happen, we either think about them rationally or irrationally. In Frank's case, he appears to believe, quite irrationally, that his opponent must hate him simply on the basis that he has not responded to a request for a rematch. It is probably more rational to assume that the opponent is busy or that they have decided they're not going to win so don't want to play.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for explaining that the belief becomes irrational. The brief references to Frank and his situation are not detailed enough to give context. To improve this answer, the candidate needed to be clearer on the effect of Frank's belief.

(ii) Although this answer attempts to answer the question, it is too anecdotal and does not include enough psychological content. The candidate should have noticed that this was the second part of a question that started with the ABC model which was the cue to write about irrational beliefs.

(iii) 1 mark for explaining that the belief becomes irrational. 1 mark for explaining the consequence of an irrational belief in the context of the scenario involving Frank. There is no obvious way in which this very good answer could be improved.

Question 9a

Identify the control condition in Cooper and Mackie's (1986) study into the effects of video games on aggression in children. [1]

- A maze-solving
- B problem-solving
- C puzzle-solving
- D question-solving

Sample answer

A maze-solving

Question 9b

Identify a way the sample used in Cooper and Mackie's (1986) study was unrepresentative. [1]

- A only included boys
- B only included children from America
- C only included children from Australia
- D only included girls

Sample answer

B only included children from America

Question 9c

Identify a strength of the procedure used in Cooper and Mackie's (1986) study. [1]

- A consent was gained from the children's class teachers.
- B consent was gained from the children's doctors.
- C consent was gained from the children's head teachers.
- D consent was gained from the children's parents.

Sample answer

D consent was gained from the children's parents

Question 10a

Eysenck devised a Criminal Personality Theory.

State what is meant by extroversion in relation to criminal behaviour. [2]

Sample answer

(i) Extroversion is when someone is emotionally unstable which is why they may be impulsive and turn to crime.

Marks awarded: 0

(ii) Extroversion means to be out-going and sociable. This is a typical trait in criminals.

Marks awarded: 1

(iii) Extroverts are excitable, thrill-seekers who are more likely to be commit crimes because it takes more to arouse them and so they need to do something quite drastic.

Marks awarded: 2

Commentary on the answer

(i) This is not an accurate definition of extraversion and so the link to crime is irrelevant. The answer would be improved if the candidate knew exactly what extroversion measures.

(ii) 1 mark for a statement that defines extraversion but the link to crime is too weak for credit. To improve this answer, the candidate needs to explain why the trait is typical of criminals.

(iii) 1 mark for a statement that defines extraversion and 1 mark for linking this characteristic to criminal behaviour. There is no obvious way to improve this response.

Question 10b

A psychologist wanted to investigate the neuropsychology involved in extraversion.

Outline one way she could carry out her investigation. [2]

Sample answer

(i) The psychologist could investigate the reticular activating system in criminals.

Marks awarded: 1

(ii) She could use brain imaging techniques to investigate brain differences.

Marks awarded: 1

(iii) The psychologist could use a natural experiment to see whether cerebral cortex in people with extraversion needs more stimuli to arouse it than people who are introverts.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for showing an understanding of the neuropsychology involved in extraversion. To improve this answer, the candidate could state how this part of the brain would be investigated.

(ii) 1 mark for how neuropsychology could be investigated through reference to part of a procedure. To improve the answer, the candidate needed to be specific about what part of the brain would be investigated in the case of extroverts.

(iii) 1 mark for showing an understanding of the neuropsychology involved in extraversion through reference to the cerebral cortex and arousal. 1 mark for how this could be investigated through reference to the comparison of extroverts with introverts and also a natural experiment. A strong response which has no obvious areas for improvement.

Question 10c

Outline one criticism of Eysenck's theory. [2]

Sample answer

(i) With such a range of crimes, it seems unlikely that criminals share a similar personality.

Marks awarded: 1

(ii) Eysenck's is too deterministic. It implies that crime is largely out of the control of the individual rather than making them take responsibility for their actions.

Marks awarded: 2

(iii) Eysenck said that criminals are only neurotic extroverts but this isn't accurate.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for a brief but valid criticism. To improve this answer, the candidate could elaborate – perhaps by using an example to illustrate their point.

(ii) 2 marks for an elaborated response. The opening statement is a clear criticism and then the point of the criticism follows. The answer could be improved by making a clearer link between determinism and responsibility – but still good enough for both marks.

(iii) This attempt at a criticism is too bland for credit. The candidate needed to be more specific about the point that they were trying to make.

Question 11a

Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.

Explain **one** strength of questionnaires as used in this study. **[2]**

Sample answer

(i) One strength of using questionnaire is that it can be anonymised. This means that respondents are less likely to give socially desirable responses leading to more valid results for Heaven.

Marks awarded: 1

(ii) A strength is that questionnaires allow us to access attitudes and beliefs. For example, it would not really be feasible for the researcher to observe how psychotic or extraverted participants were – it is something that they need to be asked about.

Marks awarded: 2

(iii) People can easily lie in a questionnaire and so participants may not be honest about acts of vandalism and violence that they have been involved in.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for identifying an appropriate strength of questionnaires. Although the candidate has expanded on the strength significantly it has not been adequately applied to Heaven's study – just mentioning the researcher's name is not enough. To improve this answer, the candidate could have given examples of the constructs that were measured.

(ii) 1 mark for identifying an appropriate strength of questionnaires. 1 mark explaining the strength of questionnaires as used in Heaven's study. The candidate could have improved the answer by explaining the actual strength more fully but the comparison with the observation method does work.

(iii) No marks as the candidate offers a weakness rather than a strength of the questionnaire method. Even though this has been put in context, the 'second mark' is negated. To improve this answer, it is obvious that the candidate should have given a strength not a weakness.

Question 11b

Explain **one** way that the procedure of Heaven's study could be improved. [2]

Sample answer

(i) The procedure could be improved by including a wider age range in the sample.

Marks awarded: 1

(ii) Improve it by replicating it to check the results are reliable.

Marks awarded: 0

(iii) One way to improve the study is to use open questions as well as closed questions. This is because psychoticism, extraversion and self-esteem are complex constructs and should be judged by more than just rating scales.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for a suggested improvement. However, the limitation has not been made explicit. To improve the answer, the candidate needs to explain why this improvement is needed.

(ii) This answer is not addressing the question. This is not an improvement to the procedure itself and suggests no change to how the study was done. To improve the answer, the candidate needed to start by identifying a problem with the procedure.

(iii) 1 mark for a suggested improvement. 1 mark for identifying an appropriate limitation of the study. The limitation is quite implicit so the candidate could have improved this answer by spelling out more clearly what the limitation is.

Question 12

Outline the process of synaptic transmission.[2]

Sample answer

(i) Messages transmitted across a synapse.

Marks awarded: 0

(ii) When a message passes between two neurons.

Marks awarded: 1

(iii) Pre-synaptic neurons release transmitters that bind to post-synaptic neurons.

Marks awarded: 2

Commentary on the answer

(i) There is not quite enough here for a mark. The response is tautological apart from the reference to messages. To improve the answer, the candidate could have stated where the messages were transmitted from and/or to.

(ii) 1 mark for a basic description of the process of synaptic transmission. To improve this answer, the candidate should have used more technical terms.

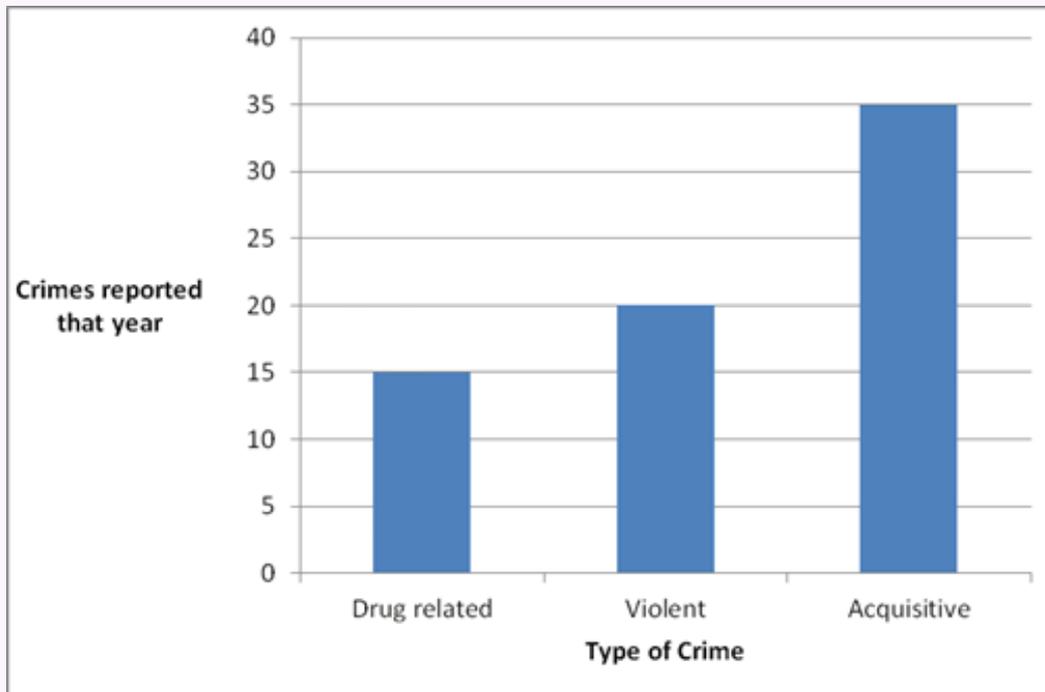
(iii) 2 marks for a detailed description, with effective use of terminology. There is no obvious way to improve this answer, given the marks available.

Question 13a

Sketch a bar chart to represent the crime figures for town X. [4]

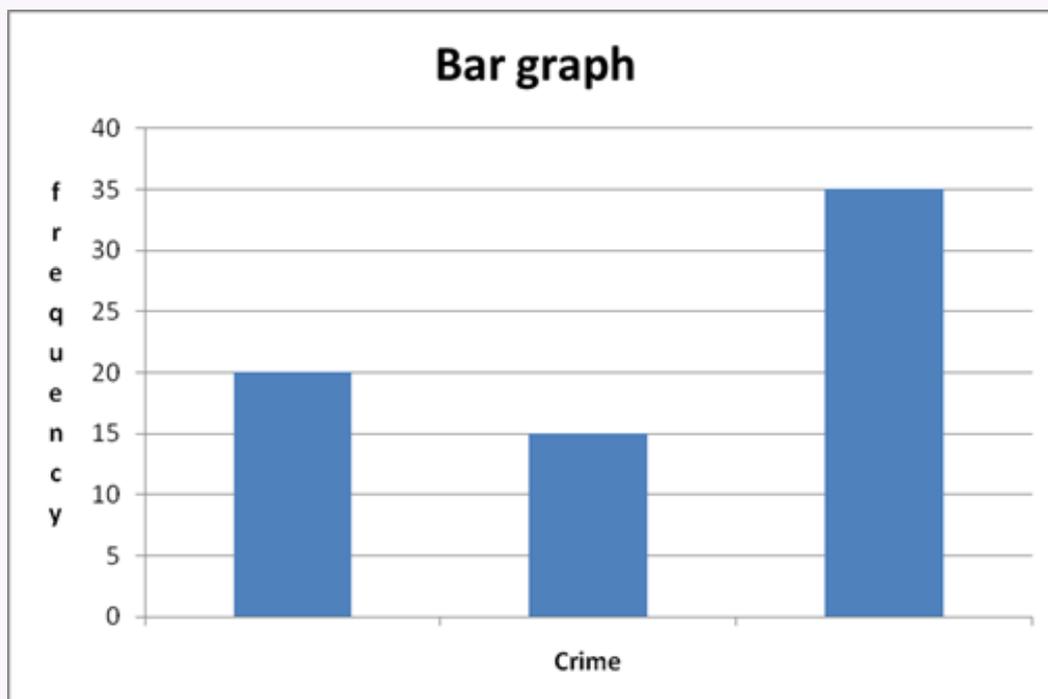
Sample answer

(i)



Marks awarded: 3

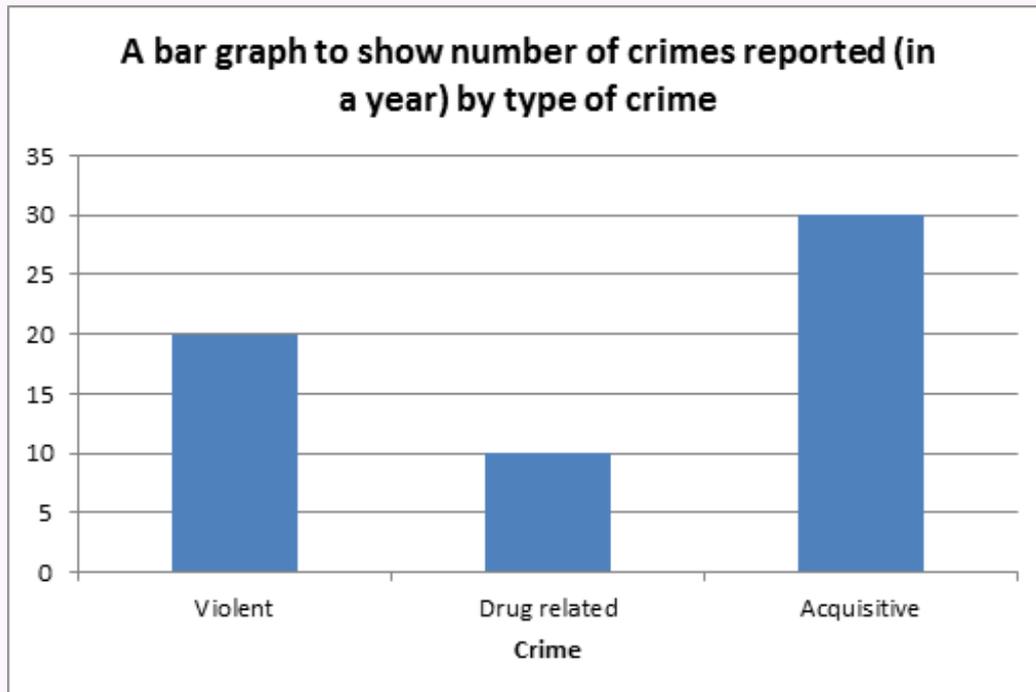
(ii)



Marks awarded: 1

Sample answer

(iii)

**Marks awarded: 2****Commentary on the answer**

(i) 1 mark for Y axes being correctly labelled. 1 mark for X axes being correctly labelled. 1 mark for correct plotting of data. To improve the answer, the candidate needed to include a title.

(ii) 1 mark for correct plotting of data. To improve the answer, the candidate need a specific title, a more accurate label for the Y axis, and labels of the bars on the X axis (or a key).

(iii) 1 mark for correctly titled graph. 1 mark for X axes being correctly labelled. To improve the answer, the candidate needed to label to Y axis and to plot the bars accurately.

Question 13b

Identify which type of crime would give the modal class. [1]

Sample answer

(i) The most common one.

Marks awarded: 0

(ii) Acquisitive crime.

Marks awarded: 1

(iii) 35

Marks awarded: 0

Commentary on the answer

(i) This is not answering the question asked – which was to identify a type of crime. The candidate appears to know what the modal class is but needed to apply this to the data.

(ii) 1 mark for a correct response.

(iii) The candidate has given the modal frequency rather than the type of crime.

Question 13c

Name one other type of crime that may not have been reported in town X. **[1]**

Sample answer

(i) Sexual crime

Marks awarded: 1

(ii) Theft

Marks awarded: 0

(iii) Speeding

Marks awarded: 0

Commentary on the answer

(i) 1 mark for the appropriate type of crime (taken from the specification) which is not represented in the table.

(ii) Theft is covered by acquisitive crime which is already in the table. The candidate needed to identify a crime that is distinct from those already listed.

(iii) Speeding is too specific. The candidate should have gone for a broader type of crime – in this case, motoring offences.

Question 14

Describe how restorative justice can help to reduce acquisitive reoffending. [3]

Sample answer

(i) Restorative justice allows a person to talk with the criminal to explain how a crime has hurt them. Here - the person would talk about what it feels like to have your possessions taken away without your say so. The criminal will hopefully feel guilty and get to know what it feels like, so they are less likely to thief again.

Marks awarded: 3

(ii) Restorative justice is where an offender tries to make amends with the victim. In the case of acquisitive crime, they may return what they have stolen if possible but, if not, may make up the difference in other ways – like apologising face to face or offering to help the victim in other ways.

Marks awarded: 2

(iii) This is where the person who commits crime says sorry in a meeting with the person they have burgled or robbed.

Marks awarded: 1

Commentary on the answer

(i) 1 mark for outlining what restorative justice is. 1 mark for making a link between this method of rehabilitation and acquisitive offending. 1 further mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending. This answer could be improved if ideas were expressed more formally with better use of key terms.

(ii) 1 mark for outlining what restorative justice is. 1 mark for making a link between the method of rehabilitation and acquisitive offending. To improve the answer, the candidate needs to expand the answer to include the impact of the method.

(iii) 1 mark for outlining what restorative justice is. To improve the answer, the candidate needed to apply the method more fully to acquisitive crimes and how they may be reduced by this method.

Question 15a

Identify which of the following are part of brain development. [1]

- A neurons and blood cells
- B neurons and ventricles
- C neurons and synapses
- D synapses and dopamine

Sample answer

C neurons and synapses

Question 15b

Identify which of the following statements describes a synapse. [1]

- A gap between two nerve cells
- B joining between two nerves
- C junction between two cells
- D where a nerve ends

Sample answer

A gap between two nerve cells

Question 15c

Identify the area of the brain that controls movement. [1]

- A cerebellum
- B forebrain
- C hypothalamus
- D limbic system

Sample answer

A cerebellum

Question 16a

Using the source, identify which girl Dweck would suggest has a fixed mindset. [1]

Sample answer

(i) Lucia

Marks awarded: 1

(ii) Hannah

Marks awarded: 0

(iii) The second girl

Marks awarded: 1

Commentary on the answer

(i) Correct as on mark scheme.

(ii) Incorrect. Wrong girl.

(iii) Benefit of the doubt as the question does not say name on this occasion.

Question 16b

Outline how the teacher could use praise to develop a growth mindset. [2]

Sample answer

(i) The teacher could use a reward like a sticker or sweet to encourage a growth mindset.

Marks awarded: 0

(ii) The teacher could use praise by letting a child know how proud they are of the work he or she has done, so that they work harder and recognise this alone will help them to develop their ability in a subject or skill.

Marks awarded: 2

(iii) The teacher needs to show their pupils that effort leads to success and one way to do this is to model it in the classroom.

Marks awarded: 1

Commentary on the answer

(i) The reward does not relate to praise and the response finishes with a phrase taken from the question. The candidate could improve this response by addressing the question asked and going beyond it.

(ii) 1 mark for a brief statement suggesting how praise can develop a growth mindset. 1 mark for explaining how the teacher could use praise to develop a growth mindset i.e. by saying they are proud of the child. There is no obvious way to improve this answer.

(iii) 1 mark (just) for a brief statement suggesting how praise can develop a growth mindset. To improve the answer, the candidate needed to relate growth mind set to praise rather than modelling.

Question 17

A psychologist wanted to replicate Blackwell et al.'s study into fixed and growth mindsets. She used 300 American students from her college in New York spread out as indicated in the table below:

Age	Number of	
	Male Students	Female Students
13-14	49	51
15-16	55	45
16-17	45	55

Explain one strength of the sample used in this study. **[2]**

Sample answer

(i) One strength of the sample is that the different age groups are equally represented across the sample make it fairer.

Marks awarded: 1

(ii) One strength is that a large number of participants were used and this makes it safer to make generalisations about growth mindsets in similar children.

Marks awarded: 2

(iii) One strength is that the sample was chosen without bias.

Marks awarded: 0

Commentary on the answer

(i) A potential strength is identified but the attempt at elaboration is too bland. To improve this answer, the candidate should have referred to representativeness.

(ii) 1 mark for identifying a strength of this sample and 1 further mark for explaining the strength in the context of the study. Although worth 2, the answer would be better if it also included a reference to representativeness.

(iii) There is no reference to how the sample was selected in the source so this strength is not creditworthy. To improve the answer, the candidate should focus on information actually given to help to identify a strength of the sample.

Question 18a

Outline what Piaget meant by the concept of egocentrism. [2]

Sample answer

(i) Piaget saw egocentrism as an inability to view a situation from another's perspective or angle. An infant's cognition is limited by this as everything is viewed from their own perspective – both literally and more metaphorically.

Marks awarded: 2

(ii) Egocentrism is only seeing things from one point of view.

Marks awarded: 1

(iii) Egocentrism is a feature of young children's thinking and disappears as they move into the concrete operational stage.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for a showing knowledge of the concept of egocentrism and 1 mark for a link made to Piaget's view on the concept of egocentrism. The answer could be improved by avoiding some of the repetition.

(ii) 1 mark but this is given the candidate the benefit of doubt. To improve the response, the candidate should have made it clear that it is one's own point of view rather than any one point of view.

(iii) These are accurate statements in relation to egocentrism but do not tell us about the concept itself. To improve the answer, the candidate had to essentially define the concept of egocentrism.

Question 18b

Give one example of how a child may show egocentrism when playing with otherst [1]

Sample answer

(i) The child will not see things from another child's perspective when playing.

Marks awarded: 0

(ii) A child will want others to pretend that their toys have feelings.

Marks awarded: 0

(iii) A child won't be able to empathise if they hurt another child accidentally when playing with them.

Marks awarded: 1

Commentary on the answer

(i) This is not a specific example and is essentially a definition of egocentrism within the context of play. To improve the answer, a more specific example is needed.

(ii) This is not an example of egocentrism and seems more like a reference to animism. To improve the answer, the correct concept needs to be focused on.

(iii) The example is just about specific enough because of the reference to empathy and the fact the candidate gives an example of when this feeling may be activated (in older children or adults). To improve the answer, it would be more obvious to focus on the physical side of egocentrism and relate it to play in this way.

Question 19

Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:

“Often it is not so much the kind of person a human is as the kind of situation in which he/ she finds themselves that determines how they will act.”

In your answer you should refer to learning theories of development and at least one different area of psychology you have studied. **[13]**

Sample answer

(i) Learning theories of development include Dweck and Willingham. Dweck said that we should help children to have a growth mindset which means they believe they can make change to their thinking. She said that praising for effort is important for growth mindsets. If this does not happen then children have a fixed mindset. Willingham also looked at thinking and says it develops better if children process information for meaning. What he did not agree with is different learning styles.

Marks awarded: 1

(ii) The nature/nurture debate has two sides – one side that is all about being born with something, the other side about it being taught to you. Dweck is on the nurture side because she believes that you can teach children to develop in their learning by encouraging a growth mindset in their minds. The opposite is a fixed mindset where children think that they have a certain ability or talent and can't do anything change it. This is a bit like Piaget's idea that cognitive development is linked into age. If you are at a certain age then that is how you think. This means that Piaget is more about the nature side because age is a natural thing that you cannot control. But if Dweck is right then you do have some control of how well you do at school. This is because there is an element of free will and so Dweck is ignoring determinism as well as nature. Dweck believes that teachers are important because they can praise children for effort and this has an effect on their development. But what if some children are just more talented than others because of something they have inherited. No amount of praise can change that.

Marks awarded: 6

(iii) The idea that the situation is more important than the individual ties in with the nature/nurture debate in this way: the situation is linked to nurture as it gives us our experiences and we learn from the situation we are in. Looking at the individual is more to do with looking at the personality they were born with and so this is more to do with nature.

Dweck's learning theory in development looks at situation and nurture and her theory says that children are brought up to have fixed mindset or a growth mindset. With a fixed mindset, children believe their intelligence is fixed and they can do nothing about it. With a growth mindset, they believe they can improve their intelligence. Dweck said parents and teachers play a big part in the growth mindset and should nurture it through praise. However, what if Dweck is wrong? Children might be right to assume intelligence is fixed as there are psychologists who argue that intelligence is innate. Dweck's ideas also mean that children, parents and teachers are blamed if intelligence does not develop but it may not be their fault. For example, if the child has a learning difficulty that it was born with.

The nature/nurture debate also comes up in criminal psychology. Like Dweck, some psychologists believe your situation makes you a criminal – for example, if you are from a poor background or if you have lots of role models who are criminals already. Dweck might even say that criminals have fixed mindsets because they believe they are destined to commit crimes and can't change it. However, perhaps they can't change. Eysenck's theory is that criminals have different biology and different personalities from non-criminals and that is why they turn to crime more than others.

In conclusion, criminals can change their ways after prison and rehabilitation and children can make progress at school, so I agree that the situation determines how you act more than anything else – nature over nurture.

Marks awarded: 11

Commentary on the answer

(i) Dweck and Willingham's theories are potentially relevant but are merely described without any reference to the question set. One AO1 mark awarded here. There is no reference to the nature/nurture debate as required in all bands. There is no attempt at analysis and evaluation so AO3 marks cannot be accessed. To improve the answer, the candidate needed to demonstrate both the skills being credited in this extended response.

(ii) There is a good enough description of the nature/nurture debate through two key theories, including Dweck. This is done with accuracy. There is a line of reasoning presented although the essay lacks structure in terms of paragraphing. The information presented is in the most-part relevant. There is some reasonable evaluation which offers breadth but not much depth. Points are brief but relevant. Three of each AO1 and AO3 marks are awarded. To improve the answer, the candidate needed to expand on points more and reach a conclusion.

(iii) There is a reasonably thorough description of the nature/nurture debate through a number key theories/concepts. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant. Five AO1 marks awarded. There is a reasonably thorough evaluation which offers breadth and some depth, providing a discussion of the stated area and at least one other area of psychology (criminal psychology). Points are coherent enough and relevant and the response is developed in order to reach a judgement in response to the question. Six AO3 marks awarded. To improve this answer, parts of the essay need more substance through better explanation.

Question 20

State an alternative hypothesis for your investigation. [2]

Sample answer

(i) There will be a difference between reading speed in both conditions.

Marks awarded: 1

(ii) There will be a correlation between the level of noise and the speed at which people read.

Marks awarded: 1

(iii) Participants will read a passage from a book in a significantly longer time when in a noisy environment than in a silent environment.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for predicting a difference but only one variable is stated. To improve the answer, the candidate needed to refer specifically to both variables and to make the hypothesis directional.

(ii) 1 mark for reference to the two variables. To improve this answer, the candidate needed to recognise that it was an experiment so that a difference rather than a correlation was predicted.

(iii) 1 mark for predicting a difference (and its direction) and 1 mark for accurate identification of both variables. There is no obvious way to improve this well stated hypothesis.

Question 21a

What experimental design would you choose in your investigation? Justify your answer. [2]

Sample answer

(i) A lab experiment because it gives me more control over the conditions.

Marks awarded: 0

(ii) I would use the same participants twice because they I won't have to worry about individual differences.

Marks awarded: 1

(iii) Independent measures. To stop order effects.

Marks awarded: 2

Commentary on the answer

(i) Irrelevant answer. To improve this answer, the candidate needed to be clear on the distinction between an experimental design and an experimental method.

(ii) 1 mark for justifying the use of a repeated measures design even though it has not been named. To improve the answer, the candidate should have identified the experimental design by name.

(iii) 1 mark for naming an experimental design and 1 mark for appropriately justifying its use. The answer would have been better as a full sentence.

Question 21b

Describe **one** strength of using this experimental design in your investigation. [1]

Sample answer

(i) The participants won't know the other condition have done the reading under noisy/silent conditions and so cannot work out the aim so easily.

Marks awarded: 1

(ii) With repeated measures, I don't have to worry about the practice effect.

Marks awarded: 0

(iii) I can keep the passage the same for both conditions as the participants change – otherwise changing the passage would become an extraneous variable.

Marks awarded: 1

Commentary on the answer

(i) An appropriate strength of independent groups even if it does rely on the knowing the context of the investigation. The answer could be improved with a reference to demand characteristics.

(ii) The practice effect is actually a potential weakness of the identified design. To improve the answer, the candidate needed to refer to an appropriate strength for this design.

(iii) An appropriate strength of independent groups has been identified which uses both context and technical terms. Easily good enough for the 1 mark on offer and does not need to be improved.

Question 22

Outline the procedure you would use in your investigation. [4]

Sample answer

(i) I would decide who goes into which condition by tossing a coin – heads for the noisy condition, and tails for the silent condition. The noisy condition will have loud music playing from a speaker in the room. In the silent room, the participants will be given ear plugs. In both conditions, the participants will have to read their passage out loud and I will time how long this takes in seconds. For every error that they make when reading the passage, there will be a penalty of one second added to their total reading time.

Marks awarded: 3

(ii) My participants would be my friends and family so this would be an opportunity sample. I would allocate my participants to noisy and quiet rooms by taking an alphabetical list of names and alternating – first into noisy, second into quiet, third into noisy, and so on. I would test each participant separately and ask them to read the passage, using the stopwatch on my phone to time after I have said 'start'.

Marks awarded: 2

(iii) I am going to use a random sample of 40 people from my school. I will put 20 into each condition so that there are no order effects. One condition is going to be silent and the other condition is going to be noisy. I predict that the participants in the noisy condition are going to take longer to read their passage.

Marks awarded: 1

Commentary on the answer

(i) 1 mark for how participants will be allocated to conditions. 1 mark for how the independent variable will be set up. 1 mark for how the dependent variable will be measured – there is almost enough detail to stretch to 2 marks. The candidate could improve the answer by including a fourth distinct feature – for example, any controls put into place.

(ii) 1 mark for the sampling method. No marks how the experimental design is to be set up – the candidate was credited for use of repeated measures design earlier and so has contradicted themselves here. 1 mark for how the dependent variable will be measured. The candidate could improve the answer by checking any inconsistencies with their overall plan.

(iii) 1 mark for the sampling method. No marks for the experimental design as this has been credited already. No marks for the last statement as this information is given in the opening text. The candidate could improve this answer by giving more details of features of the design not referred to elsewhere – either on the question paper or in the other answers.

Question 23

Explain how one ethical issue may impact on your investigation. [3]

Sample answer

(i) The participants may feel under pressure from having to read out loud.

Marks awarded: 1

(ii) Informed consent is a relevant ethical issue. If participants do not know what the aim of the investigation is then decide half way through they don't want to take part – like if they did not know it was going to be noisy. If this happens, I could lose participants making my sample less representative.

Marks awarded: 3

(ii) Right to withdraw. If participants can't do this then this may get angry or stressed. This is not good for them.

Marks awarded: 2

Commentary on the answer

(i) An ethical issue has been identified – even if implicit. However, there is no consideration of impact. To improve the answer, the candidate needed to outline how pressure (stress) would impact on the investigation.

(ii) 1 mark for identifying an ethical issue and an additional 2 marks for explaining how the issue may impact on the investigation. There is no obvious way to improve this answer given the marks on offer.

(iii) 1 mark for identifying an ethical issue and 1 mark for stating how the issue may impact on the investigation. The final statement is too bland for further credit. To improve the answer, the candidate needed to be clearer on why causing anger or stress is not appropriate here.

Question 24

Explain how one measure of central tendency could be used to analyse your data. [2]

Sample answer

(i) I could use the mean to work out the average time it took to read the passage in each condition.

Marks awarded: 1

(ii) I'd use the mode to see if there was a most common time when silent and then when noisy.

Marks awarded: 2

(iii) I would line up the different scores in numerical order and find the middle one – the median.

Marks awarded: 2

Commentary on the answer

(i) 1 mark for naming the mean. To improve this answer, the candidate needed to outline how the mean would be calculated from the data.

(ii) 1 mark for naming the mode. 1 mark for the reference to the 'most common' as part of the explanation. The answer could have been a clearer although it still earns both marks.

(iii) 1 mark for naming the median. 1 mark for knowing how the median would be calculated. The answer would have read better with some context but not essential on this occasion.

Question 25

Describe two weaknesses of using an experiment for your investigation. [4]

Sample answer

(i) The set up would be artificial. For example, you would not normally read out a passage with ear plugs in so participants behaviour would not be normal. Because my participants will know they are doing an experiment they may try to work out the aim (demand characteristics). Even if they are only in one condition, the loud music or ear plugs will probably give away what is happening in the other condition so then they may read the passage more slowly or even more quickly to help me get the results that I want.

Marks awarded: 4

(ii) The first weakness is that experiments are highly controlled which means that the results won't be realistic. Just because people can read a passage quicker when silent does not mean it's true to life as they may be able to concentrate harder with all the other controls in place.

The second weakness is that experiments can be biased. I may end up giving a quicker time to people in the silent condition because that is what I am expecting to happen.

Marks awarded: 2

(iii) One weakness is a lack of ecological validity. This is because experiments are manipulated situations which cannot be generalised to natural settings.

Another weakness is a lack of construct validity. In experiments, the DV needs to be measured very precisely but this may not give the whole picture of the construct being investigated – in this case, reading time.

Marks awarded: 2

Commentary on the answer

(i) Two relevant weakness – artificiality and demand characteristics - outlined and then considered in the context of the study. To improve the answer, the candidate could have structured the response better – not only to be more succinct but to 'flag' the two weaknesses more obviously.

(ii) One weakness is relevant, the other not. The first gets credit and is well contextualised. The second weakness does not apply well to experiments and when the candidate tries to relate it to the investigation, it clearly does not work (as timings cannot be open to interpretation). To improve the answer, the candidate needed a second weakness which more obviously related to experiments.

(iii) Two relevant weaknesses. Both are well explained – but not in the context of the investigation so each is limited to a mark. The reference to reading time at the end of the second weakness is not enough for context – here the candidate needed to explain how the reading of one passage does not represent all aspects of reading, as passages can vary in content, length difficulty, etc.



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