

GCSE (9–1)

Candidate Style Answers

PSYCHOLOGY

J203

For first teaching in 2017

**Candidate style answers
with examiner's
commentary for the
J203/02 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/309314-unit-j203-02-studies-and-applications-in-psychology-2-sample-assessment-material.pdf> STUDIES AND APPLICATIONS IN PSYCHOLOGY 2.

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 type of personality associated with high levels of obedience. **[1]**

- A authoritarian
- B disciplinarian
- C totalitarian
- D utilitarian

Sample answer

A authoritarian

Question 1b

Identify the dispositional factor that can affect crowd behaviour. **[1]**

- A lack of control
- B lateralisation of control
- C localisation of control
- D locus of control

Sample answer

D locus of control

Question 1c

According to neuropsychology, identify which of the following would explain why people with high self-esteem are unlikely to conform. **[1]**

- A activity in the hypothalamus
- B activity in the hippocampus
- C volume of the hippocampus
- D volume of the hypothalamus

Sample answer

C volume of the hippocampus

Question 2

Evaluate the effect of dispositional factors on behaviour. [2]

Sample answer

(i) The effect of personality of behaviour is hard to measure as it is essentially a subjective concept.

Marks awarded: 2

(ii) Situational factors have a bigger influence than dispositional factors.

Marks awarded: 1

(iii) These factors lack ecological validity.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for an understanding of what dispositional factors are and 1 mark for an evaluation of the effect of those factors on behaviour. To improve the answer, the candidate could have given a little more detail on dispositional factors but there is still enough here for both marks.

(ii) 1 mark for an evaluation of the effect of those factors on behaviour. To improve the answer, the candidate needed to demonstrate their understanding of dispositional factors more fully.

(iii) This answer is not valid. To improve the response, the candidate needs to focus on theoretical ideas rather than methodological issues.

Question 3a

Bickman (1974) carried out a study into obedience.

Name the method used in this study. **[1]**

Sample answer

(i) He observed whether people obeyed or not.

Marks awarded: 1

(ii) A field experiment.

Marks awarded: 1

(iii) Natural experiment.

Marks awarded: 0

Commentary on the answer

(i) Benefit of the doubt given as answer implies the method is an observation which is creditworthy. To improve the answer, the candidate could have explicitly identified the actual method.

(ii) 1 mark for a correct response.

(iii) Incorrect – the experimenter manipulated the IV himself so not a natural experiment. It would have been better if the candidate had just selected experiment rather than natural experiment if they were not sure.

Question 3b

Bickman (1974) carried out a study into obedience. Give **one** control used in this study. [1]

Sample answer

(i) Standardisation was used.

Marks awarded: 0

(ii) The same confederate was used throughout the experiment.

Marks awarded: 0

(iii) The uniform was consistent across all confederates and tasks.

Marks awarded: 1

Commentary on the answer

(i) This is a type of control rather than an actual control used in the study. To improve the answer, the candidate needed to be specific about what was standardised.

(ii) This is not true – three different confederates were used. The candidate should have focused in ways in which the confederates were similar to each other.

(iii) 1 mark for an appropriate response. There is no obvious way of improving this answer.

Question 3c

A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in her local park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.

Explain how the researcher could improve the sample in their study. [2]

Sample answer

(i) The sample could be more representative so that is easier to make generalisations.

Marks awarded: 1

(ii) The researcher could improve her study by carrying it out in more than one park and instead using at least five different parks.

Marks awarded: 1

(iii) The researcher could have used assistants of both sexes to avoid gender bias.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for explaining how it generalisability could be increased even though specific improvement is offered. To improve this answer, the candidate needed to be explicit about how the sample could be made more representative.

(ii) 1 mark for identifying a way in which the researcher could potentially make the sample more generalisable. To improve this answer, the candidate needed to explain how their suggestion would impact positively on generalisability.

(iii) This is a reference to making the assistants more representative (in terms of sex) rather than the participants. To improve this answer, the candidate clearly needed to focus the sample as directed by the question.

Question 3d

Describe how the researcher could make their study more ethical. [2]

Sample answer

(i) The participants could be debriefed so that they have the opportunity to withdraw their data if they're not happy about what has happened to them.

Marks awarded: 2

(ii) They could use an actor to play the part of the warden so that they are more convincing.

Marks awarded: 0

(iii) They could check that the park users were not caused any discomfort from the order.

Marks awarded: 1

Commentary on the answer

(i) 1 mark for *identifying* a way in which the researcher could make the study more ethical and 1 mark for *explaining* how it could make the study more ethical. The answer is a little generic and could be improved by making a more obvious reference to the study.

(ii) This seems to be more about ecological validity than ethics. The candidate needs to be clearer on what is meant by ethical issues.

(iii) 1 mark for identifying a way in which the researcher could make the study more ethical. The candidate could improve the answer by explaining how their suggestion could make the study more ethical.

Question 4

Explain how conformity and obedience are different. [3]

Sample answer

(i) Conformity is changing behaviour to fit in whereas obedience is changing behaviour when scared of the punishment. Conformity is about not being left out but obedience is about avoiding negative consequences.

Marks awarded: 2

(ii) Obedience is doing something because you have to but conformity is not like this.

Marks awarded: 1

(iii) Conformity is doing something because you don't want to stand out. Obedience is doing something through fear of the consequences. This means it feels like we have more choice over whether to conform compared to our choice about obeying.

Marks awarded: 3

Commentary on the answer

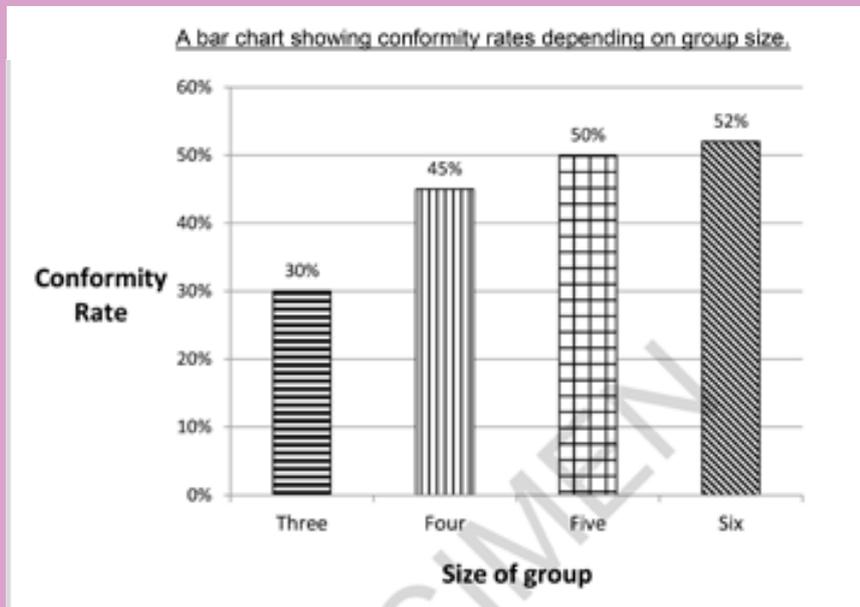
(i) 1 mark for understanding of the concept of conformity. 1 mark for understanding of the concept of obedience. However, the further distinction is repetitious so cannot be credited again. To improve this answer, the candidate needs another difference between the concepts which was distinct from the first.

(ii) 1 mark for an implied distinction. The candidate demonstrates explicit understanding of what obedience is but not conformity. To improve the answer, the candidate needed a statement about conformity (which contrasted with their statement about obedience).

(iii) 1 mark for understanding of the concept of conformity. 1 mark for understanding of the concept of obedience. 1 mark for an analysis or logical reasoning of a distinction not already credited. Although good enough for full marks, an improved answer could have made a more explicit distinction in the second part of the response.

Question 5

The following chart shows the percentage of participants who conformed in a task depending on the number of people they were grouped with.



Calculate the percentage difference in conformity rates between a group of three and a group of six people. Show your workings.

Percentage increase = [2]

Sample answer

(i) 22% (52-30)

Marks awarded: 0

(ii) 73%

Marks awarded: 1

(iii) $52\% - 30\% = 22\%$

$22/30 = 0.733$ (3 dec pl)

$.0.733 = 73.3\%$

Marks awarded: 2

Commentary on the answer

(i) Incorrect response. The candidate needed to calculate the percentage increase rather than just a difference between percentages given.

(ii) 1 mark for a correct answer. To improve the answer, the candidate needed to show their workings.

(iii) 1 mark for a correct answer and 1 mark for appropriate detail on the workings. This answer does not need to be improved.

Question 6a

Part of the Crowd

Felix was at a music festival watching his favourite band. He was surrounded by lots of other fans which made him feel as if he was part of a crowd. This may explain why he behaved 'out of character' by chanting abuse at the security staff. However, when one of the staff suddenly fell over, he was quick to rush to help along with others.

Using the source:

Identify the phrase that refers to deindividuation. **[1]**

Sample answer

(i) 'He was part of a crowd'.

Marks awarded: 1

(ii) 'Out of character'

Marks awarded: 0

(iii) Deindividuation happens when a person is no longer aware of their individual self.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for an appropriate response.

(ii) This is not the relevant phrase from the source.

(iii) This is a definition of deindividuation which is not what was asked for. The candidate needed to use the source as instructed to identify the phrase.

Question 6b

Give the example of pro-social behaviour. [1]

Sample answer

(i) Watching his favourite band.

Marks awarded: 0

(ii) Quick to rush to help.

Marks awarded: 1

(iii) Felix came to the aid of the security man.

Marks awarded: 1

Commentary on the answer

(i) This is not a relevant part of the source.

(ii) 1 mark for an appropriate response.

(iii) Benefit of the doubt – although not taken directly from the source it shows understanding of pro-social behaviour in relation to the information given. The candidate should have ‘played safe’ however, and quoted from the source.

Question 7

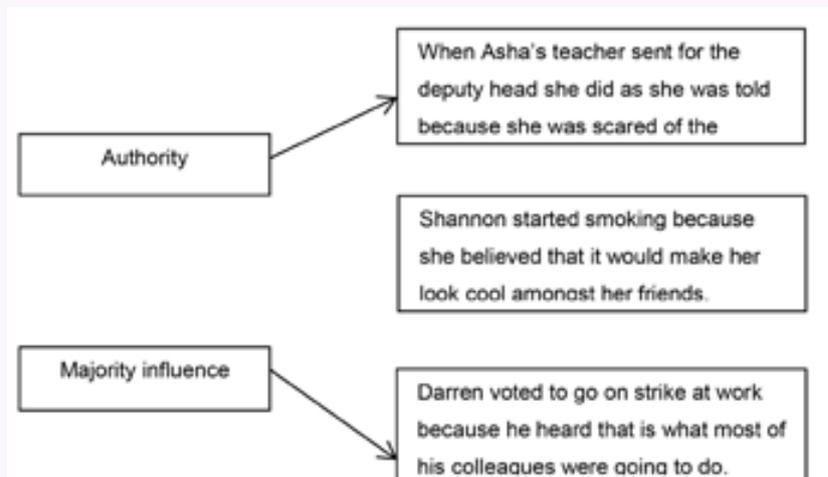
Psychologists have identified a number of situational factors associated with social influence.

Draw a line to match each situational factor with its correct example.[2]

situational factor	example
authority	When Asha's teacher sent for the deputy head she did as she was told because she was scared of the punishment.
majority influence	Shannon started smoking because she believed that it would make her look cool among her friends.
	Darren voted to go on strike at work because he heard that was what most of his colleagues were going to do.

Sample answer

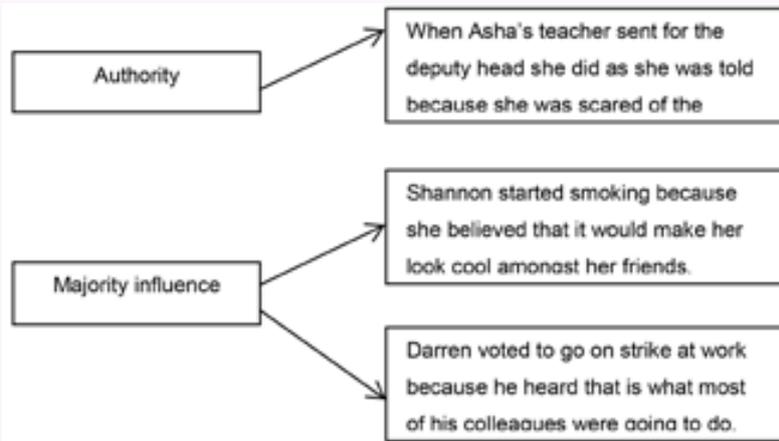
(i)



Marks awarded: 2

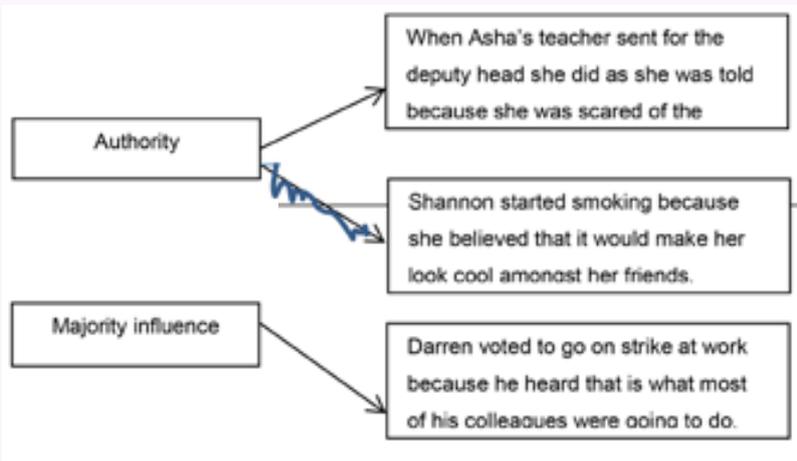
Sample answer

(ii)



Marks awarded: 1

(iii)



Marks awarded: 2

Commentary on the answer

(i) Two correct matches.

(ii) Minus one for each additional line drawn beyond correct lines.

(iii) Ignore the line the candidate has scribbled out and mark the remaining line to give two correct matches.

Question 8

Minority Influence

Matej and Joanne are concerned about the growing sexism amongst some males at their school. They have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign.

Explain how Matej and Joanne could change attitudes towards sexism at their school. **[4]**

Sample answer

(i) These two students need to show certain qualities when doing their assembly. They need to make sure they do not waver from their message and that they are consistent otherwise their argument will seem weak. However, they also need to show some flexibility otherwise people will not come on side. They also need to show commitment to their cause. If they don't do this, the people they are trying to get through to may question their integrity and how genuine they are.

Marks awarded: 2

(ii) Matej and Joanne are in a minority and are looking to influence a majority group – a group of sexist males. To do this they need to be consistent when doing their assembly and make sure that they make arguments against sexism and for equality that do not contradict one another. They also need to be committed. Doing an assembly will partly show this but they need to keep up the campaign after this – especially if these male students continue to be sexist. Finally, they need to be flexible. One way might be by taking questions at the end of the assembly or by being prepared to listen to the arguments the male students make to justify their views – even if Matej and Joanne still continue with their campaign.

Marks awarded: 4

(iii) Matej and Joanne could find some pictures of successful women and show these in the assembly. They could also summarise laws against sexism. After the assembly, their campaign could include putting up posters around school with slogans to challenge stereotypes. They could also put together a petition to campaign for equal rights.

Marks awarded: 0**Commentary on the answer**

(i) 2 marks for knowledge and understanding of the concept of minority influence through how it works, however this has not been adequately applied to the source with only cursory references to the information in it. Although the candidate makes a good effort to explain the impact of different strategies, to improve this answer, they needed to be explicit about how the strategies would influence a majority's sexist attitudes.

(ii) 2 marks for knowledge and understanding of the concept of minority influence and how it works, and then a further 2 marks for applying this knowledge and understanding to changing attitudes to sexism at the students' school. The answer has just enough application for full marks but it would have been better if the candidate made some attempt to explain the theory behind at least some of the strategies.

(iii) This is largely a common sense response and one that does not recognise that this is a question about minority influence. For this reason, there is no creditworthy content as the question is not being addressed. To improve the answer, the candidate needed to recognise the focus of applications in social influence, as detailed on the specification.

Question 9a

Identify an example of an exogenous zeitgeber [1]

- A an endogenous pacemaker
- B light
- C pineal gland
- D sleep

Sample answer

B light

Question 9b

(b) Identify a stage of sleep. [1]

- A Rapid Eye Motion
- B Rapid Eye Movement
- C Real Eye Motion
- D Real Eye Movement

Sample answer

B Rapid Eye Movement

Question 9c

(c) Identify a neurochemical associated with the regulation of sleep.[1]

- A dopamine
- B melatonin
- C oestrogen
- D testosterone

Sample answer

B melatonin

Question 10

Using ten participants, researchers measured the amount of time (in minutes) spent in Stage 1 of the sleep cycle.

The following data was collected.

10.0 9.5 8.2 10.7 10.3 9.6 7.5 10.2 9.9 10.1

Calculate the range for this set of data. Show your working.

Range =[2]

Sample answer

(i) 4.2 (highest score subtract lowest score in data set)

Marks awarded: 1

(ii) $10.7 - 7.5 = 3.2$

Marks awarded: 2

(iii) $10.7 - 7.5 + 1 = 5.2$

Marks awarded: 1

Commentary on the answer

(i) 1 mark for a correct answer. The outline of how a range is calculated does not count as workings. To improve the answer, the candidate should have substituted 'highest number' and 'lowest number' with actual scores.

(ii) 2 marks. 1 mark for a correct (alternative) answer and 1 mark for the workings. The candidate does not need to improve this answer.

(iii) 1 mark for appropriate workings even though the actual answer is wrong. An improved answer would obviously have the right figure at the end of the calculation.

Question 11

Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.

Using the information above, explain why Alastair finds it difficult to sleep. [2]

Sample answer

(i) Alistair may be struggling to sleep because of poor sleep hygiene. It might be that he has a light or music on which is keeping him awake.

Marks awarded: 0

(ii) The accident as clearly resulted in brain damage. Perhaps his brain is now unable to produce enough melatonin which is essential for helping us to get to sleep.

Marks awarded: 1

(iii) His hypothalamus may have been damaged in the car accident. Since its job is to help regulate sleep this would explain the problem.

Marks awarded: 2

Commentary on the answer

(i) This response does not address the question as it disregards the information provided in the source. To improve this answer, the candidate needed to focus on the fact that Alistair has been in a car accident where he hit his head.

(ii) 1 mark for recognising the role that melatonin may play in the case of Alistair. To improve the answer, the candidate needs to specify the part of the brain that would be affected if melatonin production is involved.

(iii) 1 mark for knowledge of an area of the brain which is involved in the function of sleep. 1 mark for applying the knowledge to the case of Alastair. To improve the answer, the candidate could have written with more clarity but the response is still good enough for both marks.

Question 12a

Identify a strength of Freud's (1918) dream analysis study of the Wolfman. [1]

Sample answer

(i) He focused on one person.

Marks awarded: 0

(ii) Freud's study provided rich data about dreams.

Marks awarded: 1

(iii) The Wolfman is useful for supporting Freud's own theory.

Marks awarded: 0

Commentary on the answer

(i) This is description rather than evaluation. To improve the answer, the candidate needed to be explicit about the benefits of studying one person.

(ii) A valid strength. No improvement needed here given the one mark on offer.

(iii) Too bland for credit. To improve the answer, the candidate needed to be specific about how the study was useful.

Question 12b

Freudian theory gives one explanation of dreams.

Outline the role of repression in dreaming. [2]

Sample answer

(i) Repression is when you push something to the back of your mind.

Marks awarded: 1

(ii) Repression involves repressing something out of the way. It helps a person to deal with conflicts in their life.

Marks awarded: 1

(iii) Repression is a form a motivated forgetting which acts as a defence mechanism following traumatic experiences.

Marks awarded: 2

Commentary on the answer

(i) 1 mark – just about - for understanding of the process of repression. The answer could be improved by the use of more technical terminology as currently it is quite colloquial.

(ii) 1 mark for understanding the function of repression. The idea of dealing with conflicts is just enough. To improve the answer, the candidate needed to find another word besides 'repress' to use to outline the process. It is too obvious to use a derivative of 'repression'.

(iii) 1 mark for understanding of the process of repression. 1 mark for understanding the function of repression. The answer is clear and uses key terminology effectively so there is no obvious way of improving it.

Question 12c

Explain why subjectivity can be considered a problem with Freud's theory. [2]

Sample answer

(i) Subjectivity is the opposite of objectivity. Most psychologists try to be objective so that their theories are taken more seriously.

Marks awarded: 0

(ii) Because Freud's theory has a number of features that cannot easily be tested – such as the unconscious and past experiences- it means that it is very open to interpretation which leads to subjectiveness.

Marks awarded: 2

(iii) Because he got too involved in his case studies – like it did with the Wolfman – so the results may be opinion rather than actual fact.

Marks awarded: 1

Commentary on the answer

(i) The candidate does not show quite enough understanding of subjectivity and definitely does not apply it adequately to Freud's theory. To improve the response, the candidate needed to demonstrate their understanding of subjectivity more explicitly.

(ii) 1 mark for analysing the problem of subjectivity (open to interpretation) and 1 mark for making a judgement on the problem of subjectivity by relating this to the Freudian theory of dreams. To improve the answer, ideally the candidate would have referred to subjectivity rather than subjectiveness!

(iii) Although the candidate applies the issue to Freud's studies rather than his theory, they still show a good enough understanding of subjectivity to be awarded the first mark. To improve this answer, the candidate needs to focus on the actual theory, not the research.

Question 13

Describe the Activation Synthesis theory of dreaming. [6]

Sample answer

(i) This theory believes that dreams are the result of the random brain activity which occurs when we are asleep. Neuronal activity changes significantly just before and during REM sleep which is when most dreaming seems to happen. This activity increases stimulation through the brain which the brain itself tries to make sense of. This is the process of synthesis. The brain draws on past memories to help with this but because the activity is quite random, the synthesis is too – resulting in bizarre dreams.

This theory is seen as too reductionist by many, as it ignores the complex meanings that may lie behind dreams. It also fails to adequately explain those dreams which occur outside REM sleep where the brain activity is less marked.

Marks awarded: 4

(ii) The activation-synthesis theory is a neurobiological explanation of dreaming. It explains dreams in terms of the mind trying to make sense (synthesis) of the random brain activity happening during REM sleep (activation). At this stage in the sleep cycle, powerful electrical signals pass through the brain like a wave. The signals arise from the pons in the brainstem then activate the limbic system, as well as travelling up to the occipital lobe in the higher part of the brain. The theory says that these waves send a surge of stimulation through the brain at frequent intervals. This stimulates the whole cortex, and as a result the higher part of the brain tries to attach some meaning to what is happening. This effort to give the signals meaning is what leads people to have dreams. However, because there is no coherency to the signals, dreams themselves lack coherency too.

Marks awarded: 6

(iii) Activation is to do with the fact that the brain does not sleep when we sleep – it is still active. Because it is active even though we are sleeping, the mind tries to work out what is going on – this is the synthesis bit. When the mind does this, it comes up with dreams basically.

Mark awarded: 2

Commentary on the answer

(i) There is a good, accurate description of the two key processes. There is coherency within the description, which links the different features of the theory. However, the candidate also includes some evaluation points which are not a requirement of this particular question so no credit is available for them. The candidate could have improved this answer by describing the theory in more detail rather than doing the unnecessary evaluation.

(ii) There is a thorough description of the two key processes, and this has been done with accuracy and clarity, including effective use of appropriate terminology. There is evidence of coherency throughout the description, which different ideas being linked together well. Given the marks available, there is no obvious way in which this answer could be improved.

(iii) There is a basic reference to the two key processes, but little clear detail. There is evidence of understanding but it does not take the response beyond the bottom band. To improve this answer, the candidate needed to write with more clarity, bringing in more key terms.

Question 14

Sleepless Nights

Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep.

Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep. [6]

Sample answer

(i) Using the source, I would advise Caitlin to change her environment and to change her routines.

Marks awarded: 0

(ii) Caitlin could get a good night's sleep by improving her sleep hygiene. This involves things like making sure that her bedroom is not too hot and not too cold, and also that there are no lights on in the room – including light from technology like smart phones, tablets and TV's. Clocks are not a good idea for someone who can't get to sleep as they allow them to focus on the time they've been awake.

Marks awarded: 3

(iii) Caitlin is likely to have a lot of technology in her room as a teenager, so it is important that this is all switched off to help her sleep – not only because of the distraction but because they generate light and noise which are not good for sleep as the brain needs darkness to produce the chemicals to help sleep. Caitlin should also avoid eating late or having drinks with too much caffeine as this is a stimulant. Because she is a teenager, she may have a lot of peer pressure to deal with or exam stress, so it might be useful for her to use relaxation techniques to help her to get to sleep. This includes things like relaxing muscles in stages and deep breathing as well as more psychological strategies like clearing the mind by writing down worries and concerns on a piece of paper.

Marks awarded: 6**Commentary on the answer**

(i) The candidate has relied on extracting information directly from the source yet the command word is asking them to explain. To improve this answer, the candidate needed to go *beyond the source* using their knowledge and understanding of treatments for insomnia.

(ii) There is a good description of ideas relevant to the source which just about go beyond common sense. The suggestions are appropriate and have some coherency. To improve this response, the candidate needed to include more psychological content.

(iii) There is a thorough explanation of more than one idea to improve sleep. This has been done with accuracy and clarity, and clearly applies to the source. This explanation is coherent too. To improve this response, the candidate could have been more specific about the neuropsychology of sleep in relation to light and darkness but the answer is still good enough for full marks.

Question 15a

Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias. **[1]**

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Sample answer

D only university students were investigated

Question 15b

Identify how Braun et al.'s study lacked ecological validity. **[1]**

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic on the poster

Sample answer

A participants were made to give adverts more direct attention than normal

Question 15c

Identify a weakness of using an independent measures design in Braun et al.'s study. **[1]**

- A differences in the ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Sample answer

D differences in recall of shaking hands with a character may be due to participant variables

Question 16a

Why do we forget?

Arfan forgets what he came downstairs for until he goes back upstairs again.

Carmen forgets some of the names of the people she has just been introduced to because there were too many of them.

Darcy forgets the poem she is trying to learn because she has not practised it enough times.

Using the source:

Name the person who has experienced decay. **[1]**

Sample answer

(i) Darcy because she has not practised enough which is the same as rehearsal.

Marks awarded: 1

(ii) Darcy

Marks awarded: 1

(iii) Carmen

Marks awarded: 0

Commentary on the answer

(i) Correctly named person. However, the candidate did not need to provide an explanation so could have improved their response by just giving the name.

(ii) Correctly named person. No way of improving this response given the one mark on offer.

(iii) Wrong answer. The only improvement is to get the right answer.

Question 16b

Name the person who has experienced displacement [3]

Sample answer

(i) Carmen

Marks awarded: 1

(ii) Carmel

Marks awarded: 1

(iii) Arfan

Marks awarded: 0

Commentary on the answer

(i) Correctly named person. No way of improving this response given the one mark on offer.

(ii) Although this is not the correct name it is so close to the one required (and nothing else like it in the source) so benefit of the doubt given. To improve the answer, the candidate needs to copy names across with care.

(iii) Wrong answer. The only improvement is to get the right answer.

Question 17

A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Calculate the median expressed as a fraction in its lowest form of the total number of images. Show your workings.

Median =[2]

Sample answer

(i) $5/30 = 0.1666^{\circ}$

Marks awarded: 1

(ii) $5/30 = 1/6$

Marks awarded: 2

(iii) One sixth

Marks awarded: 1

Commentary on the answer

(i) 1 mark for workings but the answer is expressed as a decimal rather than a fraction. To improve this answer, the candidate needed to express the answer as required.

(ii) 1 mark for workings and 1 mark for the answer. There is no way of improving this response.

(iii) 1 mark for the answer, even if it is expressed in words. As this is a maths question, it would have been better to use numbers for the answer (and obviously to include workings too).

Question 18

The neuropsychologist

A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss. **[4]**

Patient A:

Type of Amnesia

.....

Associated Brain Area

.....

Patient B:

Type of Amnesia

.....

Associated Brain Area

.....

Sample answer

(i) Patient A has retrograde amnesia which is associated with the hippocampus part of the brain. Patient B has anterograde amnesia which is associated with the frontal lobe part of the brain.

Marks awarded: 2

(ii) Patient A has a severe amnesia which is associated with damage in the pre-frontal cortex. Patient B has more mild amnesia and this is associated with hippocampal damage.

Marks awarded: 2

(iii) Patient A is experiencing decay which happens in long-term memory. Patient B is experiencing displacement which happens in short-term memory.

Marks awarded: 0

Commentary on the answer

(i) 1 mark for identifying for type of amnesia Patient A has and 1 mark for identifying for type of amnesia Patient B has. However, the parts of the brain associated with each type have been muddled. To improve the answer, the candidate needed to know what type of amnesia is associated with which part of the brain.

(ii) 1 mark for identifying the correct part of the brain associated with Patient A's amnesia and 1 mark for identifying the correct part of the brain associated with Patient B's amnesia. However, the types of amnesia have not been named correctly. To improve this answer, the candidate needed to know the names

of retrograde and anterograde amnesia and be able to recognise them in the patients.

(iii) The candidate has not understood the question and is drawing on the multi-store model rather than neuropsychology. No credit given as the response is inaccurate. To improve this answer, the candidate needs to know what is meant by amnesia and what "area of the brain" the question is referring to.

Question 19

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

"Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory."

In your answer you should refer to at least two different areas of psychology you have studied. **[13]**

Sample answer

(i) Braun et al (2002) carried out an experiment in the laboratory where they were able to establish the cause and effect of watching an autobiographical Disney advert on participants' memory of a key event – whether they had shook hands with favourite TV character or not. Those participants who had seen the autobiographical advert as opposed to the control which just gave information, were more confident they had shook hands with a character when they filled out a questionnaire after the event (compared to one they had filled out before). A second experiment showed that this effect happened even when the character was not even a Disney character (Bugs Bunny) so the participants could not even have shook this character's hand at Disney World!

As this was a laboratory experiment there was a high level of control over extraneous variables which could have affected the findings. For example, adverts were viewed with no distractions and the same set of questions were given to all participants to go through so that they could not be influenced. In addition timings were standardised – for example, there was a week's gap between filling out the first questionnaire and the watching the advert, and distractor tasks lasted the same time in both conditions. This is because time has an obvious effect on things like memory consolidation.

One problem with laboratories, as the quote says, is that they are so artificial, findings can lack ecological validity. In this experiment, it is not like real-life to watch an advert in such a controlled environment and, on top of that, the experimenters are telling you to write down what you felt about the advert. Another problem is a lack of construct validity because the DV is often measured very narrowly on experiments to give quantitative data – in this one, it was to a score for how likeliness of shaking a character's hand (a narrow measure of the influence of the advert). Because participants knew there were in a lab doing an experiment, there is also the problem of demand characteristics where they may work out the aim – in this case, to test the effect of an advert on how they answer questions second time around. However, the participants were asked about this – something you can do in experiments – and they all said they were unaware of the aim.

Cooper & McKie also carried out a laboratory experiment to test the effect of playing different computer games on levels of aggression. There were three different types of games and their effect was measured in two ways – one was how long they played with different types of toys (one of these was an aggressive toy) and how much they would punish a naughty child in a questioning activity they took part in. Again, there were lots of controls in place to help to establish cause and effect – for example, the children in the experiment were randomly assigned to conditions, and the same set of toys were on offer for the same length of time. Similarly to the other experiment, the game playing and the toy playing took place in highly controlled conditions and so the children may have become self-conscious and behaved differently from normal. Construct validity was low again as aggression was measured using quantitative data – how long each toy was played (not, for example, how it was played with) and how long a buzzer was pressed to show how much a participant would punish another child. Demand characteristics could also have been a problem because the children were taken to play with toys that were obviously different from each other after playing the game. They have made the connection and because Cooper & McKie did not get all of the results that they expected, it might be the children purposefully played with certain toys and not others to show that had not really been affected by playing a violent video game.

Experiments do not have to take place in laboratories of course. Bickman's (1974) study into the effects of uniform was a field experiment that took place on the streets of New York. Passers-by were asked to do things like pick up litter – sometimes by experimenters in uniforms, other times by experimenters in normal civilian clothes. Bickman found obedience levels were highest when a guard's uniform was used.

In this experiment, there is high ecological validity because the setting is not artificial this time. The passers-by had no reason to believe that this was not a real situation. Similarly, because they were not aware of being experimented on,

there would have been no demand characteristics. However, construct validity remains a problem because the measure of obedience is still narrow – will you pick up litter or not? This is because it is still an experiment and therefore still has a DV which needs to be quantified in some way.

The biggest problem with field experiments compared to laboratory experiments is the lack of control over extraneous variables. For example, in Bickman's experiment, there were many uncontrolled street variables which could affect whether people stopped and did as they were told – like the weather, or the crowds.

To conclude, the idea laboratory experiments are so artificial that we cannot reasonably apply them to real life is probably a little unfair. It is the level of control that allows us to establish cause and effect, and this is what is important to apply to real life. For example, if we are going to use certain types of adverts or ban certain types of computer games, we need to really know that they are having an effect. Studies done outside of the lab are useful too, because they are more realistic so perhaps the solution is to do both types of studies and to compare the findings to make sure there is some consistency.

Marks awarded: 13

(ii) Daniel et al did a laboratory experiment looking at the effect of amphetamine on the WCST – a test of cognitive ability. Amphetamines were tested against placebos on ten inpatients from a psychiatric hospital that had schizophrenia. They were drug and alcohol free. Whether they were tested with the amphetamine or the placebo first was counterbalanced. The effect on the brain was measured using a SPECT scan in the lab. When the two drugs were compared on the WCST, there were some significant differences in blood flow in particular regions of the brain.

Criticisms of the study: the sample size was too small and culturally biased. The study is outdated as schizophrenia is diagnosed differently now. It is unethical to use scans just for experimental reasons as they may be doing damage. Finally, the change in brain activity may have been affected by the haloperidol given to the participants before the other drugs – a confounding variable.

A study not done in a laboratory is Freud's case study of the Wolfman. Freud carried out the study over 4 years, doing interviews with this man and was especially interested in his dreams about wolves. Freud's final analysis of the dream was that it was because the Wolfman had seen his parents having sex at very young age- the wolves watching the boy in his dreams was like the boy watching the sex. Freud also thought that the wolf represented the father, and that the Wolfman wanted to be seduced by his father because he had seen the look of pleasure on his mother's face during sex. However, he had also seen that his mother had no penis and this had led to castration anxiety – this is why he thought the wolves would eat him and that their big tails represented big penises. Freud's conclusion was that the Wolfman had repressed his unconscious fear of his father and had displaced it onto the wolves in his dreams.

Criticisms of this study: it was only one man so we can't make generalisations, and he was a man with mental health problems too. The study focuses a lot on the unconscious, but this is too subjective as it cannot be observed and tested properly. There is also no way of knowing how accurate or honest Wolfman's accounts of his dreams were.

Mark awarded: 7

(iii) Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory. I agree with this statement to a degree. This is because psychology is supposed to be applicable to real-life but laboratories are such controlled environments that they do not mirror natural situations. People often know they are part of an experiment – like the Disney advert one – and therefore don't behave as normal due to demand characteristics. Even if they try to act naturally, what they are being asked to do may have no bearing on real life – like the WCST in Daniel's experiment. Many extraneous variables are controlled in lab experiments yet we don't have control over all of those things in real life. Like in the computer game experiment – we can't control the things that affect aggression on an everyday basis. However, the control is important in laboratories as that is what allows psychologists to establish cause and effect so reliably. Without it, the findings would be not be useful and so this goes against the statement.

The statement says the only useful studies are those conducted outside of the laboratory. That would include studies like the Williams one, and Heaven's. It's true that these not put people under the same kind of pressure – they just keep diaries or fill out questionnaires – so this means the results might be more valid. However, these studies rely on self-report which is not as reliable as actually testing participants and seeing something for yourself. Also, studies outside of the laboratory tend to produce more qualitative data which is richer in detail as it's not all about control and measurement. Of course, this kind of data is not easy to analyse for patterns so we can question how useful it really is to do studies outside of the laboratory.

Marks awarded: 6

Commentary on the answer

(i) There is a thorough description of features of two types of studies in psychology (laboratory and field experiments), with examples coming from three different areas of psychology. This is done with accuracy and clarity. There is a well-developed line of reasoning in the choice which is clear and logically structured. The information presented is relevant and substantiated. All AO1 marks awarded. There is a thorough evaluation which offers both breadth and depth covering the three different areas of psychology studied. Points are coherent and highly relevant, and the answer is developed in order to reach a substantiated judgement in response to the question. All AO3 marks awarded. Although worth full marks, this answer would have been even better if the candidate had managed to reference the quote more frequently throughout the response.

(ii) There is a good description of two different types of studies in psychology (a laboratory study and a case study). This is done with accuracy, with examples from two different areas of psychology. The choice of studies makes sense given the question, and the information presented is in the most-part relevant. All AO1 marks awarded. The evaluation is basic in the sense it does not really address the discussion point. A range of criticisms of the studies are covered but only a minority relate directly to the idea of laboratory investigations versus non-laboratory investigations. Two AO3 marks awarded. To improve this answer, the candidate needed to evaluate the chosen studies with specific reference to the strengths and limitations of using a laboratory.

(iii) There is reference to studies that would be relevant to this debate but very little description of them apart from a few brief statements. One AO1 mark awarded. There is a thorough evaluation which offers breadth and depth which in theory covers at least two areas of psychology using the named studies. However, because the evaluation has limited context, it is difficult to go to the top of the highest band. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question. Five AO3 marks awarded. To improve this response, the candidate needed to describe at least some of the chosen studies in enough detail to make sense of the evaluation points, or to include details of the studies as part of the evaluation.

Question 20

A psychologist investigated the relationship between how patient people were when queuing for a theme park ride and how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the queue. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being 'very impatient' and 10 being 'very patient'.

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being 'not exciting at all' and 10 being 'very exciting'.

Explain whether the data collected would be quantitative or qualitative data. Justify your answer. [2]

Sample answer

(i) Quantitative because she used a rating scale from 1 to 10.

Marks awarded: 2

(ii) Qualitative data because there were scores for how patient participants were and for how exciting the ride was.

Marks awarded: 1

(iii) Quantitative data because she selected someone from the queue every 30 minutes.

Marks awarded: 1

Commentary on the answer

(i) 1 mark for understanding the data is quantitative. 1 mark for a justification of this answer in context of the study. There is no obvious way of improving this answer given the marks available.

(ii) 1 mark for a justifying why the data is quantitative even though it has been mis-identified. To improve the answer, the candidate obviously needed to know that what they are describing is known as quantitative data.

(iii) 1 mark for identifying the data is quantitative even though the reasoning for it is wrong. To improve the answer, the candidate needed to refer to the actual data collected. However, mark positively and ignore the justification.

Question 21

Outline **one** strength of using a rating scale to measure people's experience of the ride.[2]

Sample answer

(i) It provides quantitative data.

Marks awarded: 0

(ii) It is more objective as scores are not open to interpretation by the researcher.

Marks awarded: 1

(iii) The fact that participants are rating themselves on excitement means that it is more valid as it comes from them rather than the psychologist guessing how excited they were by just observing their behaviour.

Marks awarded: 2

Commentary on the answer

(i) The use of quantitative data has already been credited in Q20. More importantly, this is a description of the type of data collected but does not tell us what its strength is (given the fact that use of quantitative data also has its limitations). To improve this answer, the candidate needed to go on to explain the strength of using quantitative data.

(ii) Although this is an elaborated response to this question it is not in the context of the study so is limited to one mark. To improve this response, the candidate needed to be explicit about what it is in the study that could be open to interpretation.

(iii) Candidates can also be credited for the strength of the use of self-report so 1 mark for offering a strength of this method and 1 mark for applying it to the study. There is no obvious way of improving this answer given the marks on offer.

Question 22

Evaluate the use of the observation method in this study. [5]

Sample answer

(i) A good thing about using an observation in this study is that the psychologist was able to judge how patient they participants were without them knowing. This would give more valid data as there is not an observer effect – for example, people in the queue may have huffed and puffed more, if they knew someone was interested in the fact they had to cue. It is also a naturalistic observation of the real-life queue at a real theme park so this gives high ecological validity as well. However, it is hard to judge how patient someone is being without asking them. Someone may look very impatient but it might be they are feeling ill or just worried about going on the ride. There may be room for observer bias therefore – where the psychologist sees what she wants or expects to see.

Marks awarded: 5

(ii) Two strengths of an observation is that you can see people's natural behaviour and you don't have to rely on them telling you the truth. Two weaknesses of observations are observer bias and observer effect.

Marks awarded: 2

(iii) The psychologist used an observation to watch people in the queue while she was pretending to be one of the workers. This is deception and can be seen as unethical as these people did not know they were being watched although did find out afterwards. She then used a questionnaire to find out how excited they were. This is more reliable than just watching as the person can tell you themselves rather than just guessing like she did with the patience.

Marks awarded: 3

Commentary on the answer

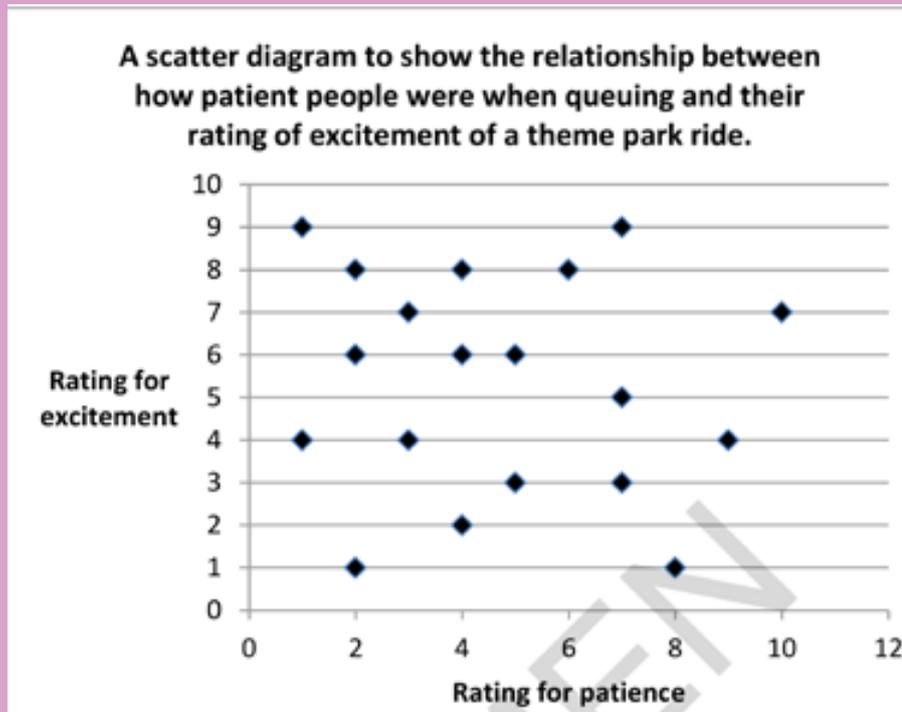
(i) There is a thorough evaluation of the observational method looking at both strengths and weaknesses. This has been done with accuracy and clarity. Each point clearly applies to the source too. There is also evidence of coherency throughout the evaluation. There is no obvious way to improve this response, given the marks available.

(ii) There is a good evaluation of the observational method which identifies both strengths and weaknesses. Although brief, the points are accurate. The points could apply to the source so are implicit rather than explicit. Coherency is there but it is a very simplistic response. This response sits at the bottom of the middle and could be improved by developing the points through application to the source.

(iii) There is a good evaluation of the observational method with some accuracy. Application to the source is explicit. There is some evidence of coherency within the evaluation but the last point is does not relate directly to the question focusing on self-report instead with only indirect reference to a weakness of the observational method. This response is at the top of the middle band and to get in the top band needed a more sustained focus on the observational method.

Question 23

The psychologist presented her findings using a scatter diagram, as shown below.



Explain what the psychologist would conclude from this scatter diagram. [2]

Sample answer

(i) The psychologist could conclude whether there is evidence of a correlation or not.

Marks awarded: 0

(ii) There scatter diagram shows a zero correlation. This shows that how patience people are when queuing has no effect on how exciting they find the ride.

Marks awarded: 1

(iii) This a negative correlation. In other words, there is no relationship between ratings for patience and ratings for excitement.

Marks awarded: 1

Commentary on the answer

(i) This does not answer the question asked as it makes no reference to the actual scatter diagram or study. To improve this answer, the candidate needed to interpret the descriptive statistics they were given.

(ii) 1 mark for identifying there is no correlation shown. However, the explanation in relation to the data is not creditworthy as it implies cause and effect. To improve this answer, the candidate should have referred to the relationship between the two variables.

(iii) 1 mark for explaining what the scatter diagram shows in relation to the study even though the type of correlation is incorrectly labelled. To improve this answer, the candidate needed to know that a negative correlation is not the same as no correlation.

Question 24

Explain **two** weaknesses of **this** correlational study. [4]

Sample answer

(i) You cannot establish cause and effect. Responses may show social desirability.

Marks awarded: 0

(ii) One weakness is that the research cannot establish cause and effect between patience and excitement as patience may affect excitement but there may also be a third factor – like how outgoing someone is, which affects both excitement and patience.

Another weakness is that correlations rely on quantitative data hence the scoring systems. However, findings could lack construct validity as complex behaviours like patience and excitement have been reduced down to a score out of 10.

Marks awarded: 4

(iii) First weakness: the correlation cannot establish cause and effect between the rating for patience and the rating for excitement.

Second weakness: there are too many uncontrolled variables like how long people had to wait and how other people were reacting on the ride.

Marks awarded: 2

Commentary on the answer

(i) The first point is valid but not in context. The second point is not specific to correlation studies anyway. To improve this response, both weaknesses need to pertain to correlational studies and should be considered in the context of the study in the source.

(ii) Both weaknesses are developed and in context and so are worth two marks each. There is no obvious way to improve this answer given the demands of the question.

(iii) Each weakness is valid and in context but neither is developed enough. One mark for each. To improve this response, the candidate needed to elaborate further for each weakness.

Question 25

Outline one way in which this study could show gender bias.[3]

Sample answer

(i) Gender bias is favouring one gender over another. For example, if a researcher studies more females than males then this can be seen as gender biased. Or if a researcher uses materials which are more boy-friendly than girl-friendly then that would also be gender biased.

Marks awarded: 1

(ii) Gender bias can happen when a researcher looks at things from the point of view of their sex or gender. We know that the psychologist is a woman so she may be sexist and assume males are more impatient because that is the stereotype. Therefore, she may unconsciously give males lower scores because of this.

Marks awarded: 3

(iii) If the psychologist ended up observing more females than males this could be seen as gender bias as a skewed sample may not properly represent the relationship between patience and excitement as these two things can be affected by your gender.

Marks awarded: 3

Commentary on the answer

(i) 1 mark understanding of the concept of gender bias. The examples do not pertain to the study though although the first one could have done if the candidate had been more definitive. This would be the area for improvement.

(ii) 1 mark understanding of the concept of gender bias. 1 mark for the understanding possible effect of the gender bias (interpretation) and 1 mark for considering this in the context of the study. To improve the answer, the candidate could have avoided bald statements about the researcher being sexist but this does not betray their overall understanding.

(iii) 1 mark understanding of the concept of gender bias. 1 mark for the understanding possible effect(s) of gender bias (skewed sample) and 1 mark for considering this in the context of the study. This was 3 marks with benefit of the doubt, so the candidate could have improved this response by making the effect and context more clearly distinguishable.



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