

GCSE

Psychology

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

General Certificate of Secondary Education

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

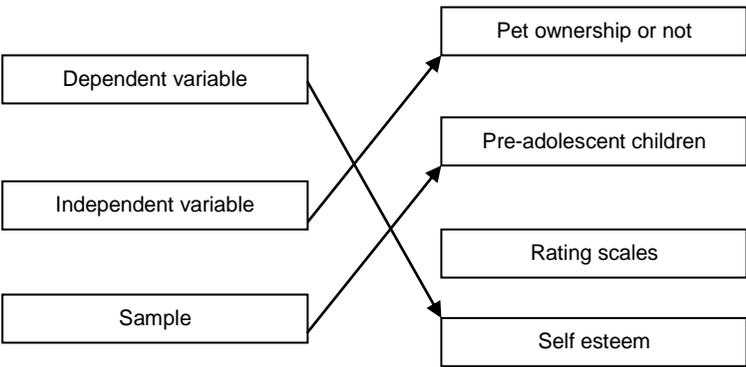
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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Vague
	Benefit of doubt
	No benefit of doubt
	Knowledge and understanding
	Significant amount of material which doesn't answer the question
	Expansion
	Evaluation
	Banded down/cap mark
	Cross
	Caret sign to show omission
	Unclear
	Slash

MARK SCHEME

Question	Answer	Marks	Guidance
1	1 mark for ticking the 1 st box – can make their own choices	1	Zero if any additional boxes ticked.
2	1 mark for 'feature(s)'	1	Do not credit personality.
	1 mark for 'anxious'	1	
	1 mark for 'confident' or 'sociable'	1	
3	<p>1 mark for each correctly matched pair of boxes as shown below:</p> 	3	For each additional line drawn beyond the 3 required subtract 1 mark.
4	<p>1 mark for a brief or basic limitation e.g. age biased, only carried out in America, social desirability, rating scales not complex enough Or 2 marks for a more developed or detailed limitation e.g.</p> <ul style="list-style-type: none"> • 'the study was culturally biased (1) as it was only carried out in America (1)', • 'the findings may not generalise to other age groups (1) as only very young pet-owners were represented in the study (1)', • 'the researchers only counted cats and dogs as pets (1) so we don't know about the effect of other types of animals on self-esteem (1)' 	2	<p>Do not accept children's inability to understand questions/questionnaires but do accept children's inability to have insight to accurately rate self-esteem/ self-concept.</p> <p>Do not credit "small sample" as a weakness as this is incorrect (130 participants).</p> <p>Both points need to be evaluative to gain both marks. i.e. "All young people..." would be 0 marks, but "Only young people.." would be 1 mark.</p> <p>Do not credit individual subjective interpretations of the rating scales by participants</p>

5		<p>1 mark for each relevant feature that can be applied to the case of Anita whether broad (e.g. counselling, client centred therapy, having a pet) or more specific (e.g. raising self-concept/self-esteem, empathy, being non-judgemental, offering unconditional positive regard, focusing on the present and future rather than the past).</p> <p>Further marks for any explanation of these ideas e.g.</p> <ul style="list-style-type: none"> • ‘counselling (1) works on the basis that Anita knows herself best and that her family are not supportive of her (1)’, • ‘by not directing Anita (1) she will come to her own conclusions on whether to confront or ignore her family (1)’ 	4	<p>Only award full marks if some level of explanation is offered (this may be for only one feature) i.e. do not award 4 marks for a list of features.</p> <p>To earn full marks, there must be evidence that at least part of the answer is related to the case of Anita (beyond referring to her by name).</p> <p>Only credit answers that offer a humanistic approach to helping Anita, i.e. do not credit the behaviourist or cognitive methods such as reinforcement or CBT.</p> <p>To gain any marks, the response must offer an explanation as to how Anita can be helped, rather than simply explaining why Anita feels worthless.</p>
6		<p>1 mark for a brief or basic criticism e.g. it is unscientific, too subjective, stops us generalising</p> <p>Or 2 marks for a more developed and detailed criticism e.g.</p> <ul style="list-style-type: none"> • ‘it is unscientific (1) because the concepts are too subjective (1)’ • ‘it focuses too much on the individual (1) meaning it is hard to make generalisations (1)’, • ‘the theory contradicts itself by saying everyone is unique (1) but then stating that we all want to self –actualise (1)’ • ‘because the theory made up of concepts that are vague (1), it makes it difficult to measure (objectively) (1)’ 	2	<p>Do not credit a descriptive statement alone (e.g. it believes in free will) but do credit if used to raise a criticism e.g. ‘the concept of free will (1) stops us making predictions (1)’</p>
7	a	<p>1 mark for a reference to use of rating scales i.e. ‘rate faces’.</p> <p>1 mark for a reference to what was rated i.e. happiness (also credit sadness)</p>	2	<p>Do accept a description of the rating scales e.g. ‘chose from scores from 1 to 9’</p>

	b	1 mark for Japan/Japanese	1	Do not accept the East
8	a	1 mark for '(some of the) children copied (these) positive behaviours'	1	
	b	1 mark for children watching characters using positive NVC or similar	1	Do not credit watching cartoon/TV alone
	c	1 mark for making children sit on a chair/in the corner	1	
	d	1 mark for praising children or for giving them stickers	1	
9	a	<p>1 mark for a word that recognises the meaning of culture e.g. societies, countries, ways of life, or through simply naming countries.</p> <p>1 mark for a word that recognises the meaning of variation of non-verbal communication e.g. different gestures, body language is not the same, inconsistencies in used of non-verbal cues.</p> <p>For example: "In different countries (1), people have different gestures (1)"</p> <p>"We would see different body language (1) between different societies. (1)" "In France people greet by kissing (1) and in Korea people greet by bowing (1)"</p>	2	<p>When an example is given if it suggest a difference – 1 mark. If two different cultures are named and a difference given – 2 marks.</p> <p>Marks can only be awarded for identifying types of culture, rather than simply using the term 'culture'.</p> <p>Marks can only be awarded for identifying types of NVC, rather than simply using the term 'NVC'.</p> <p>Full marks can be awarded even if the actual NVC may be questionable for a specific culture - i.e. if a candidate states that in China people greet through kissing on the cheek. <i>Credit should be given if two cultures are identified and a clear NVC difference is made.</i></p>
	b	<p>1 mark for a brief or basic response, this must include a reference to culture and a feature of social learning theory: e.g. "different cultures have different role models." "because learning takes place within cultures."</p> <p>2 marks for a more developed and detailed response which must refer to different cultures and a feature of social learning theory relating to NVC. e.g. "social learning theory suggests that NVC develops through experience (1) and obviously different cultures provide different experiences depending on their norms (1)". "Non-verbal communication would be universal if it was innate, but the cultural variations suggest that it is more to do with the effect of the environment (2)". 'Different cultures reinforce different types of behaviours (1) which is</p>	2	<p>For full marks there must be an obvious reference to social learning theory through the use of one or more key terms which can include 'environment'.</p> <p>For 1 mark credit reference to a SLT feature that is used correctly in the context of culture.</p> <p>For a further 1 mark SLT within the context of NVC (even by name) and variations between cultures must be included.</p> <p>Consider the whole answer when marking the answer, as both marks could be achieved at the end of the answer.</p>

		why people grow up using different gestures as greetings depending on what they have observed (1).”		
10		<p>For each criticism; 1 mark for a brief or basic response e.g.</p> <ul style="list-style-type: none"> • ignores the effects of evolution, • why aren't non-verbal behaviours easier to change?, • the theory cannot explain where NVC originates from <p>Or 2 marks for a more developed response e.g.</p> <ul style="list-style-type: none"> • ‘the theory is challenged by blind people who use non-verbal cues (1) despite not having observed them (1)’, • ‘the theory cannot explain where NVC originates from (1) as it assumes that all behaviours are learned from role models that come before us (1)’, • ‘two siblings can be reinforced for demonstrating the same kinds of body language (1) but only one may use that body language suggesting something innate (1)’ • ‘it ignores the NVC seen in young babies (1) who have no experience (1)’ 	2 x 2	<p>To award both marks, a criticism must make some reference to non-verbal communication. Do not credit a descriptive statement alone (e.g. it believes NVC is learned) but do credit if used to raise a criticism e.g. ‘it believes NVC is learned (1) yet there are many universals in facial expressions (1)’</p> <p>When awarding full marks, ensure the two criticisms are distinct and that there is not overlap. This question can be marked holistically, i.e. the numbers on the question paper can be ignored if the candidate has made a point above (1) and elaborated below (2). But still be aware that each criticism can only be awarded up to 2 marks each and must not overlap <i>in their context</i>.</p>
11		1 mark for ticking the 1 st box ‘in a set order’	1	Zero if any additional boxes ticked.
12	a	1 mark for sensori-motor stage	1	Must be fully named
	b	1 mark for concrete operational stage	1	Must be fully named
	c	1 mark for ‘will look for them/parents if he cannot see them’	1	
	d	1 mark for ‘something has the same properties even if its appearance changes.’	1	
13		<p>1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment*, or a combination of both. Evaluation points may focus on - individual differences in development, timings of stages, too much focus on logical thinking, cultural bias/differences, ignoring social and emotional context, etc e.g. For 2 marks (*elaborated evaluative comment)</p> <ul style="list-style-type: none"> • ‘not everyone develops through all of the stages (1) research shows that only about 50% reach the the formal operational stage (1)’ <p>For 4 marks (*elaborated evaluative comment)</p>	4	<p>Do not credit ‘skip stages.’ Do credit ‘flick between stages.’ Do not credit a descriptive phrase alone e.g. “All stages are universal”, but do credit if it is used to raise a criticism e.g. “All stages are not universal, because children may develop cognitively due to those around them.”</p>

		<ul style="list-style-type: none"> • 'Piaget ignores cultural differences (1), some children may develop through the stages more quickly (1) for example, Aboriginal children achieve the concrete operational stage much younger than European children (1) due to environmental factors influencing the need for skills for physical survival (1)' 		
14		<p>1 mark for knowing how younger children/children in pre-operational stage generally perceived rows</p> <p>1 mark for knowing how older children/children in concrete operational stage generally perceived rows</p> <p>1 mark for a conclusion that makes reference to conservation (of number)</p> <p>e.g. 'Children in the pre-operational stage thought that when a row of counters was stretched that it now contained more counters (1); however, children in the concrete operational stage understood that this property of the row had not changed (1) showing that this older group could conserve number (1)'</p>	3	<p>If a candidate does not refer to the stage/ age /older or younger/ of the child then no marks can be awarded.</p> <p>No marks can be awarded for reference to the sensori-motor stage or the formal operations stage, as neither were tested by Piaget in this research. However, if the candidate gives (for example) "sensori-motor stage at 2-7 years old..." the mis-naming can be ignored and the mark can be awarded for the age (if the rest of the answer is correct).</p> <p>A conclusion mark can still be awarded if only one of the stage is mentioned in terms of results.</p>
15		<p>1 mark for a relevant context (e.g. education/school/teaching/classroom, toy/game manufacture, supporting children with developmental delay) or for a specific strategy/policy/initiative (e.g. scaffolding, use of key stages, spiral curriculum).</p> <p>Up to 2 further marks for a description and/or explanation of the chosen focus. e.g.</p> <ul style="list-style-type: none"> • 'Research can be used in the classroom (1) by identifying a pupil's potential in terms of her/his ZPD (1) and then supporting them to achieve this through scaffolding (1)' • 'Active learning strategies (1) acknowledge that children are little scientists (1) who will develop of their own accord if given the chance to explore and investigate (1)' • 'In education (1) children can be taught in key stages (1) whilst 	3	<p>If more than one application is offered then credit the first one only.</p> <p>If a candidate picks a broad application (such as education), then the response can include examples from both Piaget and Vygotsky.</p>

		being supported by their teacher as an apprentice in their learning (1)		
16	a	1 mark for (Officer) Forbes	1	
	b	1 mark for (Officer) King	1	
	c	1 mark for (Officer) Grogan	1	
17		<p>1 mark for a brief or basic response e.g. 'there is a criminal gene' or 'the brain is not working properly in criminals'</p> <p>Or 2 marks for a more developed response e.g. 'a criminal gene (1) is inherited from parents (1)', 'the limbic system (1) is seen to be over-active in many criminals (1)'</p> <p>Or 3 marks for a detailed and more sophisticated response e.g. 'A criminal gene (1) is passed on through parents (1) which increases the likelihood of a child becoming a criminal (1)' 'Parts of the brain such as the corpus callosum (1) are abnormal in criminals (1) preventing the rational side of the brain communicating effectively with the irrational side (1)'</p>	3	<p><u>Brain Dysfunction</u> Credit for any of the following can be given once (first response): (or any other appropriate response)</p> <ul style="list-style-type: none"> • Describe the idea of dysfunction (1) • Name a relevant part of the brain (1) • Describe its activity or function (1) • Describe its consequence (brain dysfunction generally or the dysfunction of a specific part of the brain) related to criminal behaviour (1). • Credit can also be gained for description of criminal behaviours which result from the brain dysfunction such as murder or rape (1) <p>Naming brain dysfunction alone cannot be credited, there needs to be some explanation as to what it is, i.e. not working properly/differently, or underactive. It must be clear which part of the brain is referred to but frontal cortex is not acceptable for pre-frontal cortex (as this not part of the brain) however spelling errors can be credited e.g. corpus collusion. Parts of the brain are likely to include: <i>Temporal lobe</i> – slower brain activity has been found in aggressive psychopaths. <i>Corpus callosum</i> – helps communication between hemispheres, in murderers it has been found to be less active.</p>

				<p><i>Pre-frontal cortex</i> – underactive in some criminals, association between fear and anti-social is formed here.</p> <p>Limbic system – increased activity associated with sexual and aggressive crimes (amygdala controls emotion).</p> <p><u>The role of heredity</u></p> <ul style="list-style-type: none"> • Name the criminal gene (1) • Passed on through parents (inherited).(1) • The consequence which is the increased likelihood of criminal behaviour.(1) <p>Brain dysfunction can be related to genetic inheritance and vice-versa but if the candidate covers both factors in a distinct way, then credit the first response.</p> <p>Answer is limited to 2 marks if criminal behaviour is not referred to.</p>
18		<p>1 mark for a brief or basic response e.g. ‘only Danish people were used’, ‘gender biased’</p> <p>Or 2 marks for a more developed response e.g. ‘Only Danish people were used (1) which does not represent other cultures (1)’, ‘Mednick et al. did not look for a relationship between similar types of crime (1) so a correlation may show even though the parent may have committed a very different type of crime to the child, (1)’</p> <p>Or 3 marks for a detailed and more sophisticated response e.g. ‘Only Danish people were used (1) which does not represent other cultures (1) which means the limited effect of environment may not apply elsewhere in the world (1)’, ‘The results may be a result of a contamination effect (1) as most adoptees spent part of their early lives with biological parents (1) they may have acquired criminal tendencies rather</p>	3	<p>1 mark for naming a limitation. This may be a descriptive statement and this can be back credited by a qualifying evaluative statement e.g. “Retrospective data was used, so the data cannot be verified by checking with the participants.”(2)This could mean that the data used in the study was inaccurate.(1)</p> <p>Second mark is for a description of the limitation</p> <p>Third mark for an elaboration of this, identifying the consequences of the limitation.</p>

		<p>than inherited them (1)'</p> <p>Criminal records may be unreliable (1,) as an individual may not have been caught/falsely convicted (1), therefore the statistics may be inaccurate.(1)</p>		
19		<p>1 mark for each distinct feature of the theory. However, a well explained feature/concept can be credited with further AO1 marks.</p> <p>Features include: behaviour is learned, observation, imitation, role models, modelling, identification, vicarious reinforcement, direct reinforcement, punishment, internalisation, etc.</p> <p>A feature can be identified through description instead of being accurately named. E.g. (vicarious) reinforcement can be explained by a statement such as “getting away with it” i.e. not being punished for the consequences of the crime.</p>	6	<p>Only award above 2 marks if the response is applied to acquisition of criminal behaviour (as opposed to other behaviours or no behaviours). Candidate must contextualise in more detail, than a simple mention of criminal behaviour.</p> <p>5-6 marks: There is a thorough description of at least three key concepts. This should be done with accuracy and clarity and in the context of criminal behaviour. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar are largely accurate. Meaning is communicated clearly.</p> <p>3-4 marks: There is description of at least two key concepts. This should be done with some accuracy and in the context of criminal behaviour. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1-2 marks: There is a brief reference to one or more concepts. Description may be more common sense</p>

				than technical. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar. 0 marks: No or irrelevant answer.
20		<p>For each depth cue;</p> <p>1 mark for naming a depth cue (e.g. relative size, height in plane, superimposition, texture gradient, linear perspective) or for outlining a cue.</p> <p>1 further mark for (further) description of this cue</p> <p>1 additional mark for use of an example to illustrate the cue</p> <p>e.g. 'One depth cue is relative size (1). This is when something appears bigger because it is nearer (1). For example, humans are more or less the same size so if someone looks small compared to others then we assume they are further away (1)'</p> <p>e.g. 'If we look across a field then we will not see blades of grass in the distance (1) because when things are further away (1) they are less detailed (1)'</p>	2 x 3	<p>If candidate uses a sketch to illustrate a cue this is creditworthy (for 1) where it is clear.</p> <p>Candidates must make some reference to distance (e.g. nearer, further away) to earn full marks. One mark is essentially for knowing when something appears further/nearer so this detail must be included for 3.</p> <p>If the depth cue, description and/or example do not match then award to apply the most credit possible.</p>
21	a	1 mark for circling 'FALSE'	1	If both options circled then no marks.
	b	1 mark for circling 'TRUE'	1	If both options circled then no marks.
	c	1 mark for circling 'FALSE'	1	If both options circled then no marks.
	d	1 mark for circling 'TRUE'	1	If both options circled then no marks.
22		<p>Candidates are likely to respond using Haber & Levin's study (as detailed below) but do credit any other study conducted within the field of <i>depth</i> perception e.g. Gibson & Walk's visual cliff experiment, Hudson's cross-cultural research using Western drawings, etc</p> <p>AO1 marks (annotate with KU) for reference to features of the study, such as:</p>	10	<p>1 x AO3 mark should be awarded for each distinct evaluative point but a well developed point could earn 2 or more AO3 marks.</p> <p>Award up to 5 marks for AO1 (for description) plus up to 5 marks for AO3 (for evaluation).</p>

	<ul style="list-style-type: none"> • Aim (to see if the constructivist theory (top down processing) explains depth perception/ to see if depth perception is a learned trait). • Method (experiment do not credit field experiment, even though this took place in an actual field, do credit either “experiment”, “Lab experiment” or “Controlled experiment”). • Experimental design (repeated measures) • Sample (9 male students, all had good eyesight, American) - <i>two features of the sample needed for 1 mark.</i> • Set up (field divided into quadrants). • IV (everyday objects of fixed/known size and variable/can be different sized, also geometric cardboard figures) – both section 2 known sizes and section 3 variable sized object are required for a mark here. • DV (estimated distance of objects, can also credit size/height of objects). • Controls (number of objects, everyday objects) • Findings/Results (most accurate estimates of distance for objects of fixed size) • Conclusion (past experience plays role in perception, supports top down processing/constructivist theory). <p>Do not double credit Aim and Conclusion as they are likely to provide the same information.</p> <p>AO3 marks (annotate with E) for valid evaluation points such as: small sample size, gender bias, cultural bias, subjectivity involved in judging an object as ‘everyday’, artificiality of task set-up. Well-developed points can earn more than one AO3 mark.</p>	<p>8-10 marks: There is a thorough description of the main features of the <i>study which must include procedure and findings/results</i>. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>4-7 marks: At the top of the band, there is a description of two or more key features of the study. This is done with accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. At the bottom of the band, there is a description of at least one key feature of the study. This is done with some accuracy. Evaluation may be present. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1-3 marks: There is a brief reference to one or more key features of the study. Key features may be described in simplistic ways. There may be some attempt at evaluation but it will be weak. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No or irrelevant answer</p>
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APPENDIX 1 : Assessment Objectives Grid (includes QWC)

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

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