

**GCSE**

**Psychology**

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

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

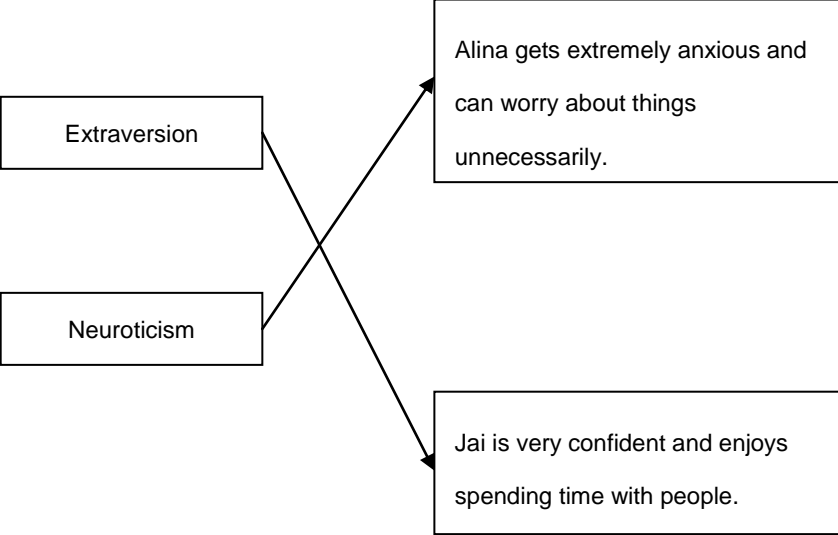
All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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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.<br>Use this also to annotate pages which are not blank but have no creditworthy comment. |
|    | Expansion of point   |
|    | Evaluation   |
|    | Band down/cap mark   |
|    | Cross  |
|   | Caret sign to show omission  |
|  | Unclear  |
|  | Slash  |
|  | Blank page   |

| Question    | Answer  | Marks    | Guidance   |
|-------------|---|----------|--|
| <b>1</b>    | <p>1 mark for each correctly matched pair of boxes as shown below;</p>                                        | <b>2</b> | For each additional line drawn beyond the two required subtract one mark.  |
| <b>2(a)</b> | 1 mark for ticking 'pre-adolescents' (3 <sup>rd</sup> box).   | <b>1</b> | If more than one box ticked then zero marks.   |
| <b>2(b)</b> | 1 mark for ticking 'number of brothers and sisters' (3 <sup>rd</sup> box).  | <b>1</b> | If more than one box ticked then zero marks.   |
| <b>2(c)</b> | 1 mark for ticking 'autonomy' (3 <sup>rd</sup> box).  | <b>1</b> | If more than one box ticked then zero marks.   |
| <b>2(d)</b> | 1 mark for ticking 'pet owners had higher self-esteem than non-pet owners' (2 <sup>nd</sup> box).   | <b>1</b> | If more than one box ticked then zero marks.   |
| <b>2(e)</b> | 1 mark for ticking 'cultural bias' (1 <sup>st</sup> box).   | <b>1</b> | If more than one box ticked then zero marks.   |
| <b>3(a)</b> | 1 mark for defining positive regard e.g. love, respect, support<br>1 mark for defining unconditional e.g. regardless of actions, 'no strings attached', without expectations/judgement.         | <b>2</b> | Do not credit 'with no conditions attached' for unconditional.<br>1 mark can be awarded for an implicit understanding of the term. |
| <b>3(b)</b> | 1 mark for a brief or basic response e.g. "it will improve Sabrina's self- concept", "it will close the gap between her self-concept and ideal self", "it will help Sabrina to self-actualise". | <b>2</b> | Minimum contextualisation needed is reference to Sabrina/her.  |

| Question    | Answer  | Marks    | Guidance  |
|-------------|---|----------|---|
|             | 2 marks for a more developed response e.g. "Sabrina will have a more positive view of her self (1) taking her closer to her ideal self (1)".  |          |   |
| <b>4</b>    | 1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a combination of both.<br><br>Evaluation points may focus on ignoring the genetic basis of personality, over-emphasising differences between people, ignoring determinism, inability to make predictions, inability to make generalisations, too subjective, generally unscientific, etc.  | <b>4</b> | Do not credit simple statements such as focuses too much on free will/uniqueness as these are essentially descriptive.<br><br>NB People's inability to self-actualise does not limit the theory.                              |
| <b>5(a)</b> | 1 mark for either (direct) eye contact or (open) posture.   | <b>1</b> |   |
| <b>5(b)</b> | 1 mark for '(will listen to and) watch these demonstrations'.   | <b>1</b> |   |
| <b>5(c)</b> | 1 mark for 'try the behaviours out (themselves)' or 'role play'.  | <b>1</b> | Accept try them out.  |
| <b>6(a)</b> | 1 mark for circling 'false'.  | <b>1</b> | No credit if both options circled.  |
| <b>6(b)</b> | 1 mark for circling 'true'.   | <b>1</b> | No credit if both options circled.  |
| <b>6(c)</b> | 1 mark for circling 'false'.  | <b>1</b> | No credit if both options circled.  |
| <b>6(d)</b> | 1 mark for circling 'true'.   | <b>1</b> | No credit if both options circled.  |
| <b>7</b>    | 1 mark for recognising that a reward <b>strengthens</b> a behaviour i.e. increases the likelihood of it occurring again.<br>1 mark for contextualising this to non-verbal communication.  | <b>2</b> | To award full marks, the response must be in the context of non-verbal communication e.g. through reference to gestures, facial expressions etc.  |
| <b>8</b>    | 1 mark for knowing that cultural variations in NVC refers to differences between cultures or similar. e.g. 'different NVC is learned in different countries'<br>1 mark for relating this to different cultural experiences with reference to social learning theory e.g. different role models, different behaviours rewarded/punished, different behaviours observed.<br>1 mark for elaboration of the above point e.g. there would be more universalities if NVC was natural and not learned. | <b>3</b> | Examples with no link to social learning theory are capped at 1 mark.<br><br>To award full marks, the response must be in the context of non-verbal communication e.g. through reference to gestures, facial expressions etc. |
| <b>9</b>    | 1 mark for a brief or basic criticism e.g. "it ignores the role of evolution", "where do non-verbal behaviours come from in the first place?".  | <b>3</b> | It is permissible to back credit a descriptive comment in relation to social learning theory if it is used to form the criticism.   |

| Question     | Answer   | Marks        | Guidance  |
|--------------|--|--------------|---|
|              | <p>2 marks for a more detailed and developed criticism e.g. “it ignores the role of nature (1) which does explain universalities in non-verbal communication (1)”, “if children in the same family are exposed to the same role models (1) why can they display quite different types of NVC? (1)”.</p> <p>3 marks for a highly detailed and developed criticism e.g. “it ignores the role of nature (1) which suggests that non-verbal behaviours are fixed (1) and therefore explains why social skills training has little permanent effect on changing these behaviours (1)”, “if non-verbal communication is supposed to be learned through observation (1) then this does not explain why people who have been blind from birth use facial expressions (1) unless we accept they are instinctive (1)”.</p> |              | For full marks, the criticism needs to be in the context of non-verbal communication.   |
| <b>10(a)</b> | 1 mark for naming Stefan.  | <b>1</b>     |   |
| <b>10(b)</b> | 1 mark for naming Sebastian.   | <b>1</b>     |   |
| <b>10(c)</b> | 1 mark for naming Sacha.   | <b>1</b>     |   |
| <b>11</b>    | <p>1 mark for each correctly placed term as shown below;</p> <p><i>Piaget believed that cognitive development is related to <b>age</b>. He said that stages followed a fixed order and are therefore <b>invariant</b>. He also said the stages are <b>universal</b>. He identified four stages, starting with the sensori-motor stage and ending with the <b>formal</b> operational stage.</i></p>   | <b>4</b>     |   |
| <b>12</b>    | <p>1 mark a brief or basic limitation e.g. ‘the findings lack ecological validity’, ‘they are culturally biased’, ‘unrepresentative’.</p> <p>2 marks for a more detailed and developed limitation e.g. “they may not be valid (1) as younger children may be changing their answer as they’ve been asked the same question twice (1)”, “the study only tells us about children’s ability to work with counters (1) meaning findings lack construct validity (1)”, “the findings are based on too small a sample (1) and should not be generalised (1)”</p>   | <b>2 x 2</b> | <p>Be careful to check it is Piaget’s study that is being evaluated and not his theory.</p> <p>Please do not credit reference to ethics as not relevant to findings.</p> <p>Only credit the first two limitations. These may both be in the first answer.</p> <p>When referencing findings, this must refer to the <b>ages/stages</b> of children; as the number of children getting the question correct is not relevant in itself e.g. when ‘naughty teddy’ is used as an example of children conserving at a <b>younger</b> age.</p> |

| Question | Answer   | Marks | Guidance  |
|----------|--|-------|---|
| 13       | <p>1 mark for each relevant feature of Vygotsky's theory e.g. children as apprentices, development as unique, zone of proximal development, the role of others, the role of social and cultural experiences, the need to scaffolding.</p> <p>A well explained feature can be credited with up to 2 marks.</p>  | 4     | For full marks, the response must be accurate, detailed and coherent with terms used appropriately.   |
| 14(a)    | <p>1 mark for knowledge of superimposition e.g. reference to overlapping/obscurity/hiding/covering/blocking.</p> <p>1 mark for relating to depth e.g. in front/nearer/closer/behind/further away.</p> <p>e.g. the trees are behind the banners so we know they are further away, the athlete partly covers the signs which shows he is nearer than them.</p>   | 2     | For full marks, the answer must be in context.  |
| 14(b)    | <p>1 mark for knowledge of linear perspective e.g. parallel lines on the track seem to converge/lines get closer.</p> <p>1 mark for relating to distance/depth e.g. in the distance.</p> <p>e.g. the track lines appear to converge as they go into the distant even though they are parallel.</p>   | 2     | For full marks, the answer must be in context.  |
| 15       | 1 mark for each brief but accurate feature e.g. natural/instinctive process, data driven, immediate/direct, <u>dominated</u> by the eyes rather than the brain.  | 2     | <p>Only credit features that demonstrate what bottom-up processing is (not what it isn't e.g. it does not rely on past experience)</p> <p>It is possible to gain both marks in the first answer if two appropriate features are identified.</p> |
| 16       | <p>1 mark for identifying the independent variable i.e. objects of variable size/unknown vs objects of fixed/known/familiar size.</p> <p>1 mark for identifying the dependent variable i.e. estimated distance between participant and object.</p> <p>1 mark for any other feature of the procedure e.g. method (experiment/lab experiment), setting (field divided into quadrants), participants (9 male students), controls (2D cut-outs, same number of objects per quadrant, viewing point).</p> | 3     | Reference to <b>field</b> experiment cannot gain credit. Reference to participants ' <b>measuring</b> ' distance/height/size cannot gain credit.  |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 17       | <p>AO1 marks for reference to concepts such as: perceptual set including motivation/expectation/cultural knowledge etc. top-down processing, brain dominates eyes, interpretation of data</p> <p>1 mark for identification of key concept e.g. motivation / top-down processing / expectation<br/>1 further mark for elaboration of the concept, this can be completed through the use of an example</p> <p>AO2 marks for valid evaluation points such as: evidence that challenges the theory (e.g. newborns who perceived depth with limited experience, people falling for the same illusion twice despite experience), the problem that people appear consistent in their perceptions, ignoring the role of nature, tested too artificially, etc.</p> | 6     | <p>2 x AO2 marks can be awarded for one well developed evaluative point.<br/>Do not credit evidence unless it is <i>used</i> to support/refute theory i.e. do not credit isolated descriptions of studies unless they illustrate something new about the theory.<br/>Do not credit direct references to experience or similar as this is given in the question.</p> <p><b>5-6 marks:</b> There is a thorough <b>description</b> of more than one concept. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept.<br/>Evaluation <b>is</b> valid and well explained.<br/>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><b>3-4 marks:</b> There is <b>description</b> of at least one key concept. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.<br/>Evaluation is <b>likely</b> to be present and will be valid<br/>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><b>1-2 marks:</b> There is a brief reference to one or more concepts. Description may be more common sense than technical. The answer may be rather list-like with no concepts explained/elaborated on.<br/>Evaluation may not be present and will be basic where it</p> |



| Question     | Answer   | Marks    | Guidance   |
|--------------|--|----------|--|
|              |  |          | <p>does occur.</p> <p>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p><b>0 marks:</b> No credit worthy material</p>   |
| <b>18(a)</b> | 1 mark for 'set of traits criminals are born with'.  | <b>1</b> |  |
| <b>18(b)</b> | 1 mark for any of the following terms which constitute a criminal trait e.g. super-optimism, extraversion, lack of feelings of guilt, lack of empathy, self-importance, impulsiveness, lack of remorse, pleasure-seeking.  | <b>1</b> |  |
| <b>19</b>    | <p>Up to 2 marks for each criticism.</p> <p>1 mark for a brief or basic criticism e.g. "one gene cannot account for a range of crimes" (heritability), "ignores the role of the environment" (heritability) "not all criminals show brain dysfunction", "some people have the identified facial features but are not criminals".</p> <p>2 marks for a more developed and detailed criticism e.g. "crime is essentially a social construct (1) so it doesn't make sense to look for a gene for something that is not real (1)", "the theory over generalises (1) as not all criminals show brain dysfunction (1)", "certain facial features may be over-represented in the prison population (1) because people that fit the stereotype are more likely to get arrested and convicted (1)".</p> | <b>4</b> | <p>If a criticism is valid but does not match the feature identified (or a feature is not identified) then award a maximum of 1 mark.</p> <p>Description of the feature can be back credited as long as it clearly goes beyond what is given in the question.</p> <p>Heritability – be aware that genes can skip generations. Therefore, do not credit the idea "if the parent is not a criminal then the child should also not be a criminal" as a limitation as criminality may skip a generation. Credit can be given, however if response refers to "no criminality in ancestry" or similar.</p> |
| <b>20</b>    | <p>Although responses are likely to focus on crime reduction, (as indicated in examples below), it is acceptable to credit other applications of psychological research e.g. offender profiling, techniques for interviewing suspects, eye witness testimony, etc.</p> <p>1 mark for identifying a relevant application e.g. punishment, rehabilitation, crime prevention, offender profiling.</p> <p>2 marks for a brief for a basic explanation of the identified application, e.g. 'punishment stops offenders committing crimes again', 'rehabilitation works on the basis you can change a criminal's behaviour', 'psychologists have</p>   | <b>4</b> | <p>Only award full marks if the response is accurate, detailed and coherent.</p> <p>If only (relevant) research is quoted with no application to crime then credit a maximum of 1 mark.</p> <p>If applications are general rather than specific to crime then credit a maximum of 2 marks.</p>   |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
|          | <p>contributed to offender profiling which helps identify/catch criminals’.</p> <p>Up to 4 marks can be given for a detailed and developed response e.g. ‘A reduction in crime (1) can be gained through punishment/prisons/fines (1). This is due to punishment acting as a deterrent (1). If people see criminals getting away with offending then they are more likely to copy the offence as its being reinforced / if criminals are seen to be punished then there is less chance of others doing the same (1)’.</p>  |       | <p>There must be some evidence of explicit psychological content to award full marks.</p>  |
| 21       | <p>AO1 marks for reference to features of the study, such as: the method (adoption study/looking for a correlation), sample (14000 Danish, male adoptees;), variables (biological parents vs adoptive parents), measures (criminal convictions), findings (adoptees had more chance of being convicted of a crime if biological parents rather than adoptive parents), either the aim or the conclusion (there is a genetic basis to criminal behaviour).</p> <p>AO3 marks for valid evaluation points such as: cultural bias, gender bias, unreliable records, contamination effect, no matching of crimes in measures.</p> | 10    | <p>1 x AO3 mark should be awarded for each distinct evaluative point but a well-developed point could earn up to 3 AO3 marks.</p> <p>Candidates should not be judged on the accuracy of percentages should they quote them as part of their findings - it is the pattern of results that are important. No more than 2 marks should be awarded for results. When awarding a mark for sample, response should give at least two features of the sample.</p> <p>5 x AO1 5 x AO3</p> <p><b>8-10 marks:</b> There is a thorough description of the main features of the study which includes procedure and findings. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant.</p> <p>Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p><b>4-7 marks:</b> There is a description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5</p> |

| Question | Answer | Marks | Guidance   |
|----------|--------|-------|--|
|          |        |       | <p>marks. Evaluation points may be brief but should be relevant.</p> <p>Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p><b>1-3 marks:</b> There is a brief reference to one or more key features of the study. Key features may be described in simplistic ways. There may be some attempt at evaluation but it will be weak.</p> <p>Quality of written communication can be basic, using few if any psychological terms.</p> <p>There can be some errors in spelling, punctuation and grammar.</p> <p><b>0 marks:</b> No credit worthy material.</p> |

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