



Oxford Cambridge and RSA

**GCSE (9–1)**

**Psychology**

**J203/01: Studies and applications in Psychology 1**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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

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

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

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## 1. Annotations

Annotation	Meaning
	
	Unclear
	Application
	Benefit of doubt
	Omission
	Incorrect
	Correct
	Expansion of a point
	Evaluation
	Significant amount of material which doesn't answer the question
	Justification
	Knowledge and understanding
	No benefit of doubt given
	Repetition

Question		Answer	Mark	Guidance
1	(a)	D (Violent)	1	
1	(b)	D (Robbery)	1	
1	(c)	C (Different cultures identifying different behaviours as criminal)	1	
2		<p>1 mark for a basic improvement, e.g. use a better sample, make it more realistic</p> <p>2 marks for a more developed improvement with a clear link to the study, e.g. use a more representative sample (1) by broadening the age group (1) make it more realistic (1) by carrying out the study in a natural environment like an arcade (1)</p> <p>3 marks for a highly developed improvement with a clear link to the study, e.g. improve the construct validity (1) by taking a broader measure of aggression that goes beyond playing with toys (1) such as looking at the effect of video games on aggression over a period of time (1).</p>	3	
3		<p>For each criticism;</p> <p>1 mark for a brief or basic criticism 2 marks for a more developed criticism which clearly relates to the theory.</p>	2 x 2	If criticisms overlap then award of maximum of 2 marks.

		<p>Criticisms may include: ignores the role of nature; where do behaviours originate from; the lack of success in reforming criminals, etc.</p> <p>Example of a 2 mark answer</p> <p>'The theory does not explain where crime originates from (1) as there must have been a generation of criminals who had no-one to imitate (1)'</p>		
4		<p>1 mark for the correct total of scores i.e. <math>12 + 14 + 17 + 15 + 17 + 19 = 94</math></p> <p>1 mark for the division <math>94/6 = 15.6666667</math></p> <p>1 mark for correct answer = 15.7</p>	3	
5		<p>Possible content: the link between a stronger dopamine reward system and extraversion, the link between the underactive reticular activating system and extraversion, the link between over-production of dopamine and psychoticism.</p> <p><b>Level 3 (5 marks):</b> There is a clear and accurate description of the neuropsychology involved in <b>both</b> traits.</p> <p><b>Level 2 (3-4 marks):</b> There is a clear and accurate description of the neuropsychology involved in <b>one</b> trait, or a reasonable description of both.</p> <p><b>Level 1 (1-2 marks):</b> There is a basic description of the neuropsychology involved in both <b>or</b> one trait.</p> <p><b>(0 marks):</b> No creditworthy response.</p>	5	<p>If only one of the traits is dealt with then a maximum of 4 marks.</p> <p>Do not credit description of the traits alone, marks must be awarded for the link to neuropsychology.</p>

6	(a)	<p>1 mark for an appropriate form of punishment.</p> <p>1 mark for showing the rationale behind punishment or this form of punishment.</p> <p>1 mark for relating it to the case of Azmi.</p> <p><u>Example of a 3 mark answer</u> Azmi could be given a community sentence (1) where they have to give up their time for free to discourage them from dealing in drugs again (1). For example, they may be made to clean up around the college so their peers can see they are paying for their crime (1).</p>	3	Do not judge appropriateness of the form of punishment too harshly – all types listed on the specification are acceptable in this answer.
6	(b)	<p>1 mark for an appropriate form of rehabilitation.</p> <p>1 mark for showing the rationale behind rehabilitation or this form of rehabilitation.</p> <p>1 mark for relating it to the case of Azmi.</p> <p><u>Example of a 3 mark answer</u> Azmi could be linked up with a positive role model (1) who will demonstrate behaviours for them to imitate and reward them when they do (1). This may be someone who used to deal drugs themselves but is now making an honest living (1).</p>	3	Do not judge appropriateness of the form of rehabilitation too harshly – both types listed on the specification are acceptable in this answer.
7	(a)	B (It only included children from one culture)	1	
7	(b)	C (It was artificial)	1	
7	(c)	A (He asked the same question twice)	1	
8	(a)	Pre-operational	1	
8	(b)	Alex	1	
8	(c)	Animism	1	
8	(d)	'Only sees things from their point of view'	1	
8	(e)	1 mark for any relevant feature, e.g. make predictions,	1	

		debate issues, make inferences, do science, etc.		
<b>(9)</b>	<b>(a)</b>	<p>1 mark for a clear title  1 mark for correctly labelling the four segments of the chart  Plus 1 mark for a reasonably accurate sketch with one error e.g. two segments of wrong proportion  Or 2 marks for a reasonably accurate sketch with no errors.</p> <p>A pie chart to show students' preferred learning styles</p>	4	Remember this is a sketch and therefore exact proportions on the pie chart are not required
<b>9</b>	<b>(b)</b>	Closed	1	If both boxes are ticked then zero marks.
<b>9</b>	<b>(c)</b>	No preference	1	
<b>10</b>		Possible evaluation: longitudinal studies chart real changes unaffected by individual differences; high ecological validity; culturally biased sample; low construct validity – only maths ability measured; independent design in Study 2 could be impacted by individual differences, etc.	6	The evaluation should pertain to the procedure not the findings. Where a response only focuses on actual findings, limit the score to 2 marks.

		<p><b>Level 3 (5-6 marks):</b> There is a thorough and relevant evaluation which offers some breadth <b>and</b> depth.</p> <p><b>Level 2 (3-4 marks):</b> There is a reasonably detailed evaluation but this could be through breadth <b>or</b> depth.</p> <p><b>Level 1 (1-2 marks):</b> There is a basic evaluation where <b>at least</b> one point is relevant.</p> <p><b>(0 marks):</b> No creditworthy response.</p>		
11		<p>Up to 2 marks for knowledge of Dweck's theory which is likely to include a description of mindsets and of praise for effort.</p> <p>Up to 2 marks for describing this theory in the context of education, e.g. by giving relevant examples of how mindset may be fixed or growth in pupils/students and/or what pupils/students may be praised for specifically.</p> <p><u>Example of a 4 mark answer</u> Dweck's theory says that people can have fixed or growth mindsets (1). For example, a school pupil may have a fixed mindset in Maths if he believes that he cannot get any better at the subject because he is not clever enough (1). One way of helping to develop a growth mindset is to praise people for their effort not their talent or ability (1). So if a teacher can encourage their pupils to take on challenges and reward them when they do this may help change their mindset from fixed to growth (1).</p>	4	
12	(a)	B (Activating event)	1	



12	(b)		B (Beliefs)	1	
12	(c)		B (Consequences)	1	
13			<p>Possible content: use of term 'mental disorder' leading to other less stigmatised labels; psychiatric and physical illnesses treated in similar ways; consenting to treatment; care in the community; rights for people with mental health problems; mental health awareness has increased; more mental health charities, etc.</p> <p><b>Level 3 (5-6 marks):</b> There is a thorough and informed description of changes.</p> <p><b>Level 2 (3-4 marks):</b> There is a good description of changes.</p> <p><b>Level 1 (1-2 marks):</b> There is a basic description of changes with some relevance.</p> <p><b>(0 marks):</b> No creditworthy response.</p> <p><u>Example of a 6 mark answer</u> "The Mental Health Act 1959 made a significant difference to the way that people with mental health issues were perceived and treated. The term mental health disorder replaced more negative terms that had been used before and allowed patients to be aligned with those that had physical ailments, resulting in more rights e.g. consenting to treatment. In the 1960's, some psychologists even questioned the concept of mental health suggesting it was an unhelpful label which led to more open debate. This has continued which means what counts and does not count as a mental health disorder changes over time as attitudes change e.g. homosexuality was seen as a disorder once but not now. Society is now much more open in terms of recognising mental health issues and the growth in charities and awareness days can be seen as part of</p>	6	

		<p>this.”</p> <p><u>Example of a 4 mark answer:</u>  “Attitudes towards mental health have generally changed to be more positive over time. One of the reasons is that care in the community means people with a mental illness are still as part of society rather than separated like when people were made to live in psychiatric institutions. Even use of terms like ‘mental health disorder’ reduce stigmatism compared to terms like ‘insane’ or ‘lunatic’ which are much more negative.”</p>		
14		<p>1 mark for showing <math>1/7 = 1 \text{ divided by } 7 = 0.14285714285</math></p> <p>1 mark for 0.14</p>	2	
15		<p><u>AO1 marks</u>  Description of the biological explanation of schizophrenia and at least one other theory which is either biological (e.g. Activation-Synthesis Theory of Dreaming) or is a contrast with biological explanations (e.g. Social Learning Theory of Crime).</p> <p><u>AO3 marks</u>  Use of theories to debate the value of biological explanations e.g. scientific approach vs non-scientific approach, issues of reliability and validity, objectivity vs subjectivity, reductionism vs holism, the role of determinism in contrast to free will, the usefulness of applications, etc.</p> <p><b>AO1</b>  <b>Level 3 (5-6 marks):</b>  There is a thorough description of theories and a sound understanding of their key features. This is demonstrated with accuracy and clarity. The information presented is relevant and very well</p>	13	<p><b>For AO1:</b> to be placed in Level 2 or above, the response must refer to <b>both</b> the biological explanation of schizophrenia <b>and</b> at least one other theory from another area of psychology.</p>

		<p>structured.</p> <p><b>Level 2 (3-4 marks):</b> There is a good description of theories and a reasonable understanding of their features. This is demonstrated with some accuracy and clarity. The information presented is relevant and in a good structure.</p> <p><b>Level 1 (1-2 marks):</b> There is a basic description of at least one theory and some knowledge of key features of the theory/theories. This may include some inaccuracy. The information has some relevance but is presented with limited structure.</p> <p><b>(0 marks):</b> No credit worthy response.</p> <p><b>AO3</b></p> <p><b>Level 3 (5-7 marks):</b> There is a thorough evaluation which offers breadth and/or depth covering at least two different points. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p><b>Level 2 (3-4 marks):</b> There is a good evaluation which offers breadth and/or depth covering at least two different points. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p><b>Level 1 (1-2 marks):</b> There may be some basic attempt at evaluation but it will be weak. Judgements will be either unclear or absent.</p> <p><b>(0 marks):</b> No credit worthy response.</p>		<p><b>For AO3:</b> to be placed in Level 2 or above, the response must refer to <b>both</b> the biological explanation of schizophrenia <b>and</b> at least one other theory from another area of psychology.</p>
16		<p>1 mark for how much exercise is done by an individual</p> <p>1 mark for how happy an individual is</p>	2	<p>It should be clear what is being measured so 'happiness' would be creditworthy but 'exercise' would not.</p>

17		1 mark for ticking 'positive'	2	No marks if more than one box ticked.
18		<p>1 mark for identifying a basic procedure and/or one feature of the procedure.</p> <p>2 marks for a reasonably feasible procedure and/or two features of the procedure.</p> <p>3 marks for describing a feasible procedure and/or three features of the procedure.</p>	3	<p>Do not credit features that have been awarded marks in responses to other questions.</p> <p>Creditworthy features could include;</p> <ul style="list-style-type: none"> <li>• method for collecting data</li> <li>• operationalisation of co-variables</li> <li>• use of controls</li> <li>• sampling method</li> <li>• ethical considerations not covered elsewhere</li> </ul>
19		<p>1 mark for a relevant ethical issue, e.g. consent, right to withdraw, confidentiality, causing distress</p> <p>Plus 1 mark for an explanation of how the issue could be dealt with</p> <p>Plus 1 mark for contextualising the response in relation to the planned investigation.</p> <p><u>Examples of 3 mark answers</u></p> <p>Confidentiality may be an issue (1) as participants may not want others to know personal information about their feelings or their exercise regime (1) so this would be solved by making sure my questionnaire is anonymous (1).</p> <p>Distress is a possible issue (1) so participants can be debriefed afterwards (1) – for example to make sure if they are unhappy that they know where they can get help (1).</p>	2	If the explanation for dealing with the issue is not relevant to the issue then credit the issue alone for 1 mark.

20		<p>1 mark for demonstrating understanding of gender bias</p> <p>1 mark for a way of addressing it in the <b>context</b> of the planned investigation</p> <p><u>Examples of a 2 mark answer</u></p> <p>I would make sure that my sample contained both males and females (1) to ensure both sexes were represented in terms of doing exercise (1).</p> <p>I would ask questions about a range of different types of exercise (1) including ones that both boys and girls traditionally do (1).</p>	2	
21		Scatter diagram	1	Also credit 'scattergraph' or 'scattergram'.
22		<p>1 mark for demonstrating an understanding of the concept of reliability</p> <p>1 mark for suggesting a way of establishing reliability</p> <p>1 mark for contextualising the response by relating it to the planned investigation.</p> <p><u>Example of a 3 mark answer</u></p> <p>I would try to ensure my investigation was reliable by testing that my happiness questionnaire (1) gives consistent results (1) by trialling it on another group of people first to make sure they get similar scores on two different occasions (1).</p>	3	Responses which focus on making more measures more objective can also be credited.
23		1 mark for identifying a valid weakness	3	

		<p>1 mark for explaining why this is a problem with correlations</p> <p>1 mark for contextualising a response in relation to the planned investigation.</p> <p><u>Example of a 3 mark answer</u></p> <p>Correlations are unable to establish cause and effect (1) because they only measure the relationship between two variables after an event (1). This means in my investigation I would not know whether exercise affects happiness or whether being happy means you are more likely to exercise (1).</p>		
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