

**General Certificate of Secondary Education**  
**Psychology**  
**Unit B541: Studies and Applications in**  
**Psychology 1**  
**Specimen Paper**

**B541**

Time: 1 hour 15 minutes

Candidates answer on the question paper.  
**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 80.
- You will be awarded marks in questions 17 and 22 for the quality of written communication including your use of specialist terms, spelling and grammar.

FOR EXAMINER'S USE	
A	
B	
C	
D	
E	
<b>TOTAL</b>	

This document consists of **10** printed pages and **2** blank pages.

Answer **all** questions.

**SECTION A – BIOLOGICAL PSYCHOLOGY**

**Sex & Gender**

The Case of James

James is a 7 year old boy who behaves in both traditional male and traditional female ways. For example, he enjoys play fighting but also likes to play with his cousin’s dolls. His parents are concerned about this, and so will only buy him ‘boys’ toys for his birthday.

1 Using the stimulus;

(a) James’ gender could be described as ‘androgynous’. State what ‘androgynous’ means?

..... [1]

(b) Give an example of James’ feminine behaviour.

..... [1]

(c) Give an example of James’ masculine behaviour.

..... [1]

2 Complete the following table to identify the biological factors associated with gender role development. [4]

	Male	Female
Chromosomes	XY	
	Testes	Ovaries
Hormones		Oestrogen

3 Outline **two** criticisms of the biological theory of gender development.

(i) .....

.....

(ii) .....

..... [4]

4 Explain the difference between the Oedipus complex and the Electra complex in gender development.

.....

.....

.....

..... [4]

**Section A Total [15]**

**SECTION B – DEVELOPMENTAL PSYCHOLOGY**

**Attachment**

5 From the options below, identify which situation is associated with a ‘secure attachment’.

Tick **one** of the above boxes to show your answer.

[1]

An attachment where children show little bonding.

An attachment where children prefer to be with their carers but feel safe with others.

An attachment where children show extreme distress at being parted from their carers.

6 Outline **one** way in which the care of children has been influenced by research into attachment.

.....  
.....  
..... [2]

7 Bowlby’s theory is one explanation of attachment.

The passage below is about Bowlby’s theory. Complete it by filling in the gaps.

You must choose a different word for each gap from the list below.

**instinct      monotropy      deprivation      reinforcement      critical**

“Bowlby believed babies are born with the \_\_\_\_\_ to form attachments. They do this with one primary caregiver which is known as \_\_\_\_\_. Attachments have to happen in a \_\_\_\_\_ period. If a child loses their attachment they will suffer from maternal \_\_\_\_\_.”

[4]

8 (a) Describe Hazen & Shaver’s (1987) study into types of attachment.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

**(b)** Outline **two** limitations of Hazen and Shaver's study into attachment types.

**(i)**.....  
.....

**(ii)**.....  
..... [4]

**Section B Total [15]**

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## SECTION C – COGNITIVE PSYCHOLOGY

**Memory**

## Questions for the Teacher

Ross: Sir, did you say that information gets displaced from short-term memory if it is overloaded?

Psychology Teacher: Yes – that's right.

Ross: And did you say that information decays quickly in short-term memory as well?

Psychology Teacher: Yes – if you don't have chance to rehearse it.

Ross: Sir – then why do you dictate so much so quickly?

9 Using the stimulus:

(a) identify the **two** features of short-term memory that are being discussed

(i)..... [2]

(ii)..... [2]

(b) give the **two** reasons for forgetting that are identified

(i)..... [2]

(ii)..... [2]

10 There are a number of processes involved in memory.

Look at the following diagram.

Draw a line from each process to match its correct definition. [2]

PROCESS

DEFINITION

Attention

Repeating data over and over again.

Representing data in a different format.

Rehearsal

Consciously selecting data for storage.

11

(a) Describe the findings of Terry's (1995) study into memory.

.....  
.....  
..... [3]

(b) Terry used a laboratory experiment to conduct his study. Outline **one** problem of using this method of studying memory.

.....  
..... [2]

12 Explain **one** application of research into memory.

.....  
.....  
.....  
..... [4]

**Section C Total [15]**

SPECIMEN

SECTION D – INDIVIDUAL DIFFERENCES

**Atypical Behaviour**

13 Outline the difference between typical and atypical behaviour.

.....  
..... [2]

14 Outline how evolutionary theory can be used to explain a fear of the dark.

.....  
.....  
..... [3]

15 Diagnosing Phobias

When Esther was a child, she developed a fear of going to school. She is now 34 years old and has an extreme fear of going outside her home.

Using the stimulus;

(a) Name the type of phobia Esther suffered from as a child.

..... [1]

(b) Name the type of phobia Esther is suffering from now.

..... [1]

16 Watson & Rayner (1920) conducted a study where they induced a phobia in a young child.

From the options below, identify **two** criticisms of the study. [2]

Tick **two** of the boxes to show your answers.

- It is difficult to generalise from the findings.
- It is unethical to cause unnecessary distress.
- The findings are out of date.
- The child may have lied about his phobia.

17 Describe the behaviourist theory of phobias.

.....  
.....  
.....  
.....  
..... [6]

Section D Total [15]

## SECTION E – SOCIAL PSYCHOLOGY

### ***Obedience***

18 Give the name of the type of personality that is most likely to obey.

..... [1]

19 Give **two** limitations of Bickman's (1974) study into obedience.

(i).....

(ii)..... [2]

20 To Obey or Not Obey

A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in a 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.

Look at the table below.

In each example, decide whether the change in the study would increase or decrease the original level of obedience.

Show your answer by putting a tick in the appropriate column.

[3]

CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE
The assistant poses as a passer by rather than a park warden.		
The warden threatens to fine the member of the public if they do not follow the instruction.		
The study takes place in a run down shopping centre rather than a park.		

21 Describe **one** application of research into obedience.

.....  
 .....  
 .....  
 ..... [4]



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Section A - BIOLOGICAL PSYCHOLOGY														
Question Number	Answer	Max Mark												
1	<p><b>Sex &amp; Gender</b> <b>The Case of James</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>James is a 7 year old boy who behaves in both traditional male and traditional female ways. For example, he enjoys play fighting but also likes to play with his cousin's dolls. His parents are concerned about this, and so will only buy him 'boys' toys for his birthday.</p> </div>													
1(a)	<p><b>Using the stimulus;</b> <b>James' gender could be described as 'androgynous'. State what 'androgynous' means?</b></p> <p>1 x AO2 mark for "Because he behaves in both traditional male and traditional female ways" or similar response.</p>	[1]												
1(b)	<p><b>Give an example of James' feminine behaviour.</b></p> <p>1 x AO2 mark for "He likes to play with dolls" or similar</p>	[1]												
1(c)	<p><b>Give an example of James' masculine behaviour.</b></p> <p>1 x AO2 mark for "He enjoys (play) fighting" or similar</p>	[1]												
2	<p><b>Complete the following table to identify the biological factors associated with gender role development.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td><b>Chromosomes</b></td> <td>XY</td> <td>XX</td> </tr> <tr> <td>Gonads</td> <td><b>Testes</b></td> <td><b>Ovaries</b></td> </tr> <tr> <td><b>Hormones</b></td> <td>Testosterone</td> <td><b>Oestrogen</b></td> </tr> </tbody> </table> <p>1x AO1 mark for each correctly placed response as shown above.</p>		Male	Female	<b>Chromosomes</b>	XY	XX	Gonads	<b>Testes</b>	<b>Ovaries</b>	<b>Hormones</b>	Testosterone	<b>Oestrogen</b>	[4]
	Male	Female												
<b>Chromosomes</b>	XY	XX												
Gonads	<b>Testes</b>	<b>Ovaries</b>												
<b>Hormones</b>	Testosterone	<b>Oestrogen</b>												
3	<p><b>Outline <u>two</u> criticisms of the biological theory of gender development.</b></p> <p>2 x AO2, 2 x AO2</p> <p>For each criticism;</p> <p>1 mark for a brief, basic or unclear response e.g. "it ignores the influence of upbringing", "it doesn't explain cultural differences", "it doesn't allow for changing gender roles".</p> <p>2 marks for a more detailed or developed response e.g. "gender roles are not universal (1) as they would be if they were part of human nature (1)", "since males have the same chromosomes and similar levels of testosterone (1) we might expect less variation within a sex (1)", "biological theory is too reductionist (1) and oversimplifies gender roles (1)".</p>	[4]												

<b>Section A - BIOLOGICAL PSYCHOLOGY</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>4</b>	<p><b>Explain the difference between the Oedipus complex and the Electra complex in gender development.</b></p> <p>1 x AO1 mark for identifying a feature of the Oedipus complex e.g. “boys experience castration anxiety”.</p> <p>1 x AO1 mark for identifying a feature of the Electra complex e.g. “girls experience penis envy”.</p> <p>Plus up to 2 x AO2 marks for drawing a separate distinction between the two concepts. 1 mark for a basic or one-sided distinction or 2 marks for an elaborated or detailed distinction e.g. “boys solve the complex by identifying with their father (1) whereas girls solve the complex by identifying with their mother (1)”.</p>	<b>[4]</b>
<b>Section A Total</b>		<b>[15]</b>

Section B - DEVELOPMENTAL PSYCHOLOGY		
Question Number	Answer	Max Mark
5	<p><b>Attachment</b></p> <p>From the options below, identify which situation is associated with a 'secure attachment'.</p> <p>An attachment where children show little bonding. <input type="checkbox"/></p> <p>An attachment where children prefer to be with their carers but feel safe with others. <input checked="" type="checkbox"/></p> <p>An attachment where children show extreme distress at being parted from their carers. <input type="checkbox"/></p> <p>1 x AO1 mark if (only) 2<sup>nd</sup> statement ticked.</p>	[1]
6	<p><b>Outline <u>one</u> way in which the care of children has been influenced by research into attachment.</b></p> <p>1 x AO2 for a brief, basic or unclear response e.g. "parents can stay overnight in hospitals with children", "children are placed with foster parents".</p> <p>2 x AO2 marks for a more developed response e.g. "parenting classes teach parents about the importance of quality of care (1) over quantity of care (1)", "children are placed with foster parents (1) rather than kept in institutions (1)".</p>	[2]
7	<p><b>Bowlby's theory is one explanation of attachment.</b></p> <p><b>Complete the passage below, about Bowlby's theory. Complete it by filling in the gaps.</b></p> <p><b>You must choose a different word for each gap from the list below.</b></p> <p>instinct    monotropy    deprivation    reinforcement    critical</p> <p><b>"Bowlby believed babies are born with the <u>instinct</u> to form attachments. They do this with one primary caregiver which is known as <u>monotropy</u>. Attachments have to happen in a <u>critical</u> period. If a child loses their attachment they will suffer from maternal <u>deprivation</u>."</b></p> <p>1 x AO1 mark for each correctly placed answer as shown above.</p>	[4]
8(a)	<p><b>Describe Hazen &amp; Shaver's (1987) study into types of attachment.</b></p> <p>1 x AO1 mark for each accurate feature of the study described e.g. aim, method used, details of sample, controls, findings. 2 x AO1 marks can be awarded for a well described feature.</p> <p>For full marks, description should be coherent.</p> <p>Only award full marks if both methodology and findings are covered.</p>	[4]

Section B - DEVELOPMENTAL PSYCHOLOGY		
Question Number	Answer	Max Mark
8(b)	<p>Outline <u>two</u> limitations of Hazen and Shaver's study into attachment types.</p> <p>2 x AO3 2 x AO3</p> <p>For each limitation outlined;</p> <p>1 mark for a brief, basic or unclear response e.g. "people can lie in surveys", "people may forget what happened in childhood", "the sample was biased".</p> <p>2 marks for a more developed or detailed response e.g. "the sample selected themselves (1) so may not be representative", "the results are only reliable (1) if participants have good insight into their relationships (1)", "respondents were only questioned about one relationship (1) which may not be representative of others (1)".</p>	[4]
<b>Section B Total</b>		<b>[15]</b>

Section C - COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
9	<p><b>Memory</b> <b>Questions for the Teacher</b></p> <p>Ross: Sir, did you say that information gets displaced from short-term memory if it is overloaded? Psychology Teacher: Yes – that’s right.</p> <p>Ross: And did you say that information decays quickly in short-term memory as well? Psychology Teacher: Yes – if you don’t have chance to rehearse it.</p> <p>Ross: Sir – then why do you dictate so much so quickly?</p>	
9(a)	<p><b>Using the stimulus:</b> <b>identify the <u>two</u> features of short-term memory that are being discussed</b></p> <p>1 x AO2 mark for capacity or similar response e.g. ‘space’. 1 x AO2 mark for duration or similar response e.g. ‘time’.</p>	[2]
9(b)	<p><b>give the <u>two</u> reasons for forgetting that are identified</b></p> <p>1 x AO2 mark for displacement. 1 x AO2 mark for decay.</p>	[2]
10	<p><b>There are a number of processes involved in memory. Look at the following diagram. Draw a line from each box to match its correct definition.</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>PROCESS</p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 10px auto;">Attention</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 10px auto;">Rehearsal</div> </div> <div style="text-align: center;"> <p>DEFINITION</p> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;">Repeating data over and over again.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;">Representing data in a different format.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;">Consciously selecting data for storage.</div> </div> </div> <p>1 x AO1 mark for each correct match as shown above.</p>	[2]

<b>Section C - COGNITIVE PSYCHOLOGY</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>11 (a)</b>	<p><b>Describe the findings of Terry's (1995) study into memory.</b></p> <p>1 x AO1 mark for a brief or basic response e.g. "he found the primacy/recency effect"</p> <p>2 x AO1 marks for a more developed response e.g. "participants remembered more TV commercials at the beginning (1) and end of a list (1)"</p> <p>3 x AO1 marks for a developed and detailed response e.g. "Murdoch found that the serial position of an item in a list affected recall (1) with items at the beginning and end of a list being recalled more (1) because they were stored in LTM and STM respectively (1)"</p>	<b>[3]</b>
<b>11 (b)</b>	<p><b>Terry used a laboratory experiment to conduct his study. Outline one problem of using this method of studying memory.</b></p> <p>1 x AO3 mark for a brief or basic response e.g. "lacks ecological validity", "too artificial".</p> <p>2 x AO3 marks for a more developed or detailed response e.g. "memory was tested under artificial conditions (1) which means findings may not apply to the real world (1)", "participants may respond to demand characteristics (1) as they work out what's being tested (1)".</p>	<b>[2]</b>
<b>12</b>	<p><b>Explain <u>one</u> application of research into memory.</b></p> <p>1 x AO2 mark for identifying an application e.g. memory aid, advertising</p> <p>Further AO2 marks for a description of the application in terms of detail, examples, explanations</p> <p>e.g. in explaining memory aids, a candidate may describe the technique, and detail how it works possibly in relation to psychological theory</p> <p>e.g. in explaining advertising, a candidate may outline an illustrative example and relate it to the psychological research behind it.</p> <p>If more than one application offered, then credit highest scoring one.</p>	<b>[4]</b>
<b>Section C Total</b>		<b>[15]</b>

Section D - INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
13	<p><b>Atypical Behaviour</b></p> <p><b>Outline the difference between typical and atypical behaviour.</b></p> <p>1 x AO1 mark for a statement about typical behaviour e.g. "it is something which is normal"</p> <p>1 x AO1 mark for a statement about atypical behaviour e.g. "only a small number of people behave like this"</p>	[2]
14	<p><b>Outline how evolutionary theory can be used to explain a fear of the dark.</b></p> <p>1 x AO1 2 x AO2</p> <p>1 mark for a brief response e.g. "people instinctively fear the dark"</p> <p>2 marks for a more developed response e.g. "fear of the dark aids survival (1) because people are more likely to have an accident when they cannot see what they are doing (1)"</p> <p>3 marks for a detailed and developed response e.g. "We have evolved to show a preparedness (1) to fear objects and situations which threaten our survival (1) such as the dark, as we are more open to attack (1)"</p> <p>For full marks, there must be some reference to an evolutionary concept e.g. preparedness, instinct, heritability, adaption (to environment), survival.</p>	[3]
15	<p><b>Diagnosing Phobias</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>When Esther was a child, she developed a fear of going to school. She is now 34 years old and has an extreme fear of going outside her home.</b></p> </div>	
15(a)	<p><b>Using the stimulus;</b></p> <p><b>Name the type of phobia Esther suffered from as a child.</b></p> <p>1 x AO2 mark for school phobia</p>	[1]
15(b)	<p><b>Name the type of phobia Esther is suffering from now.</b></p> <p>1 x AO2 mark for agoraphobia</p>	[1]

<b>Section D - INDIVIDUAL DIFFERENCES</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
16	<p><b>Watson &amp; Rayner (1920) conducted a study where they induced a phobia in a young child.</b></p> <p><b>From the options below, identify <u>two</u> criticisms of the study.</b></p> <p><b>It is difficult to generalise from the findings.</b> <input checked="" type="checkbox"/></p> <p><b>It is unethical to cause unnecessary distress.</b> <input checked="" type="checkbox"/></p> <p><b>The findings are out of date.</b> <input type="checkbox"/></p> <p><b>The child may have lied about his phobia.</b> <input type="checkbox"/></p> <p>1 x AO3 mark for each correctly ticked answer as shown above. No marks if more than two boxes ticked.</p>	[2]
17	<p><b>Describe the behaviourist theory of phobias.</b></p> <p>6x AO1</p> <p>1-2 marks: There is a brief reference to one or more concepts associated with the behaviourist theory. Explanations may be common sense rather 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.</p> <p>3-4 marks: There is an attempt to explain one or more key concepts associated with the behaviourist theory. This is done with some level of accuracy. 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>5-6 marks: Key concepts are explained with accuracy and clarity, and for full marks explicitly applied to phobias. Key concepts may include classical conditioning, association, unconditioned response, unconditioned stimulus, conditioned response, conditioned stimulus, stimulus generalisation. Candidates who use a diagram to demonstrate classical conditioning can score up to 3 marks. 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>	[6]
<b>Section D Total</b>		<b>[15]</b>

Section E - SOCIAL PSYCHOLOGY														
Question Number	Answer	Max Mark												
18	<p><b>Obedience</b>  <b>Give the name of the type of personality that is most likely to obey.</b>            1 x AO1 mark for authoritarian (personality).</p>	[1]												
19	<p><b>Give <u>two</u> limitations of Bickman's (1974) study into obedience.</b>            1 x AO3 mark for each criticism e.g. cultural bias, out of date, narrow measure of obedience, lack of consent</p>	[2]												
20	<p>A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in a 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.</p> <p>Look at the table below.</p> <p>In each example, decide whether the change in the study would increase or decrease the original level of obedience.</p> <p>Show your answer by putting a tick in the appropriate column.</p> <table border="1" data-bbox="338 1120 1244 1639"> <thead> <tr> <th>CHANGE IN STUDY</th> <th>INCREASE IN OBEDIENCE</th> <th>DECREASE IN OBEDIENCE</th> </tr> </thead> <tbody> <tr> <td>The assistant poses as a passer by rather than a park warden.</td> <td></td> <td>✓</td> </tr> <tr> <td>The warden threatens to fine the member of the public if they do not follow the instruction.</td> <td>✓</td> <td></td> </tr> <tr> <td>The study takes place in a run down shopping centre rather than a park.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>1 x AO2 mark for each correctly ticked column as shown above.            No mark if more than one tick per row.</p>	CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE	The assistant poses as a passer by rather than a park warden.		✓	The warden threatens to fine the member of the public if they do not follow the instruction.	✓		The study takes place in a run down shopping centre rather than a park.		✓	[3]
CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE												
The assistant poses as a passer by rather than a park warden.		✓												
The warden threatens to fine the member of the public if they do not follow the instruction.	✓													
The study takes place in a run down shopping centre rather than a park.		✓												

<b>Section E - SOCIAL PSYCHOLOGY</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>21</b>	<p><b>Describe one application of research into obedience.</b></p> <p>1x AO2 mark for identifying the application e.g. obedience in schools, obedience in armed forces. Further AO2 marks for a description of the application in terms of detail, examples, explanations.</p> <p>e.g. in explaining obedience in schools, a candidate may describe use of punishment and relate it to psychological theory, in explaining obedience in the army</p> <p>e.g. a candidate may describe the use of hierarchies and relate them to psychological research on the role of authority and denial responsibility.</p> <p>If more than one area of application offered, then credit highest scoring one.</p>	<b>[4]</b>
<b>22</b>	<p><b>Describe and evaluate situational factors as an explanation of obedience.</b></p> <p>5 x AO1 5 x AO2</p> <p>AO1 marks for reference to concepts such as: all individuals as obedient; setting; authority; consequences; denial of responsibility.</p> <p>AO2 marks for valid evaluation points such as: ignoring disposition; defiance of authority; ecological validity of research; supported by cultural differences; ethics of relevant research.</p> <p>1-3 marks: There is a brief reference to one or more key concepts. Situational factors may be described in common sense 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>4-7 marks: There is a description of one or more key concepts. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. 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>8-10 marks: There is an explanation of at least two key concepts. 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>N.B. Where evidence is offered (e.g. Milgram) this can be credited as AO1 or AO2 depending on how it is used in the answer.</p>	<b>[10]</b>
<b>Section E Total</b>		<b>[20]</b>
<b>Paper Total</b>		<b>[80]</b>

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
1(c)		1		1
2	4			4
3	2	2		4
4	2	2		4
5	1			1
6(a)		1		1
6(b)		1		1
7	4			4
8(a)	4			4
8(b)			4	4
9(a)		2		2
9(b)		2		2
10	2			2
11(a)	3			3
11(b)			2	2
12		4		4
13		2		2
14	1	2		3
15(a)		1		1
15(b)		1		1
16			2	2
17	6			6
18	1			1
19			2	2
20		3		3
21		4		4
22	5	5		10
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>10</b>	<b>80</b>