

Psychology

General Certificate of Secondary Education **B542**

Studies and Applications in Psychology 2

Mark Scheme for June 2010

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SECTION A – INDIVIDUAL DIFFERENCES			
The Self			
Question Number	Expected Answer	Marks	Rationale
1	<p><u>The Party People</u></p> <p>Jason met three new people at his friend's party:</p> <ul style="list-style-type: none"> • Emma was very shy and didn't stay long. • Marta stayed until the end, but was very anxious all of the time that she was there. • Stephen was the 'life and soul' of the party and came across as very confident. <p>Using the source:</p>		
1 (a)	<p>name the person who would be described as an extravert;</p> <p><i>1 mark for Stephen.</i></p>	1 x AO2	
1 (b)	<p>name the person who would be described as neurotic.</p> <p><i>1 mark for Marta</i></p>	1 x AO2	

SECTION A – INDIVIDUAL DIFFERENCES			
The Self			
Question Number	Expected Answer	Marks	Rationale
3	<p>Outline what is meant by the term ‘unconditional positive regard.’</p> <p><i>1 mark for demonstrating an understanding of the term ‘unconditional’</i></p> <p><i>1 mark for demonstrating an understanding of the term ‘positive regard’</i></p> <p><i>eg ‘being nice to someone (1) regardless of what they say or do (1)’</i></p> <p><i>eg ‘when you show love and support (1) but don’t expect anything in return (1)’</i></p>	2 x AO1	<p>It is acceptable to use the word ‘condition’ in the definition (and receive credit) but this needs to be explained e.g. not enough to say ‘without conditions’.</p> <p>Do credit examples where they illustrate the two ideas that are being credited.</p>
4	<p>Outline the <u>procedure</u> used in Van Houtte and Jarvis’ study into self-esteem in pet owners.</p> <p><i>1 mark for each brief or basic statement relating to the procedure</i></p> <p><i>eg ‘use of questionnaire’, ‘comparing pet owners and non-pet owners’, ‘measured attachment to pets’, etc</i></p> <p><i>Or up to 3 marks for a developed or detailed response</i></p> <p><i>eg</i></p> <p><i>‘pet owners and non-pet owners (1) were interviewed (1) to assess a number of measures: self concept, autonomy and attachment to pets (1)’</i></p> <p><i>A maximum of 1 mark if candidates describe features not pertaining to the procedure.</i></p>	3 x AO1	<p>Be careful not to credit information given in the question e.g. ‘they measured self-esteem’, ‘sample were pet-owners’.</p> <p>It is appropriate to receive full marks even if description of procedure is incomplete (given the detail of the procedure and the marks available).</p>

SECTION A – INDIVIDUAL DIFFERENCES			
The Self			
Question Number	Expected Answer	Marks	Rationale
5	<p>Identify two limitations of Van Houtte and Jarvis' study from the list below.</p> <p>Show your answer by ticking the relevant boxes.</p> <p>the sample only represented one sex <input type="checkbox"/></p> <p>the sample only represented children <input checked="" type="checkbox"/></p> <p>the sample only represented pet owners <input type="checkbox"/></p> <p>the sample only represented one nationality <input checked="" type="checkbox"/></p> <p><i>1 mark for each correctly ticked box as shown above.</i></p> <p><i>For each additional box ticked (over 2) subtract 1 mark.</i></p>	2 x AO3	
6	<p>Research into the self can be used in counselling.</p> <p>Describe how counselling can be used to help people.</p> <p><i>1 mark for identifying a way in which counselling can help people – either in terms of area (eg careers guidance), client group (eg depressed people), processes (eg by showing empathy) or outcomes (eg this raises self-esteem).</i></p> <p><i>Up to 3 marks can be awarded for identifying ways in which counselling is used.</i></p> <p><i>For 4 marks, one of these ways has to be elaborated on</i> <i>eg 'by being non-directive (1) the counsellor allows a client to make their own decisions about their future (1)'</i> <i>eg 'people with depression (1) need unconditional positive regard to feel better about themselves (1)'</i></p>		Please ensure response is clearly about counselling and not other forms of therapy if giving credit.

SECTION A – INDIVIDUAL DIFFERENCES			
The Self			
Question Number	Expected Answer	Marks	Rationale
6 continued	<p>Only award full marks if response shows coherency and demonstrates psychological understanding.</p> <p><i>Or up to 4 marks for elaborating on one way counselling can help people eg 'The idea behind counselling is that people essentially help themselves (1) on the basis that they know themselves better than any one else (1). A counsellor is merely a facilitator who helps the client to understand where they are and where they want to be (1) by being a good listener and reflecting the client's own thoughts. (1)'</i></p> <p><i>For full marks the response needs to have coherency and accuracy. NB Be careful not to double-credit ideas already given in previous questions or responses in this section.</i></p>	4 x AO2	
	Section A Total	[15]	

SECTION B – COGNITIVE PSYCHOLOGY			
<i>Perception</i>			
Question Number	Expected Answer	Marks	Rationale
7	<p>Look at the following picture.</p>  <p>Explain two depth cues used in the picture.</p> <p><i>For each depth cue offered; 1 mark for identifying the cue, either by name (i.e. superimposition, height in plane, relative size, texture gradient) or by description. Plus 1 mark for applying it to the stimulus</i></p> <p><i>eg 'relative size (1) means the person further away appears smaller than the person nearer (1)' eg 'the tree is overlapping (1) the house which tells us it is nearer to us (1)' eg 'height plane (1): nearer objects are further down in the picture (1)' eg 'texture gradient (1) is used because there is more detail in the drawing of the tree (which is nearer) whereas there is less detail in the drawing of the house (1)'</i></p>	<p>2 x AO2 2 x AO2</p>	<p>Please do not credit both marks unless answer is clearly applied to the picture.</p>

SECTION B – COGNITIVE PSYCHOLOGY			
<i>Perception</i>			
Question Number	Expected Answer	Marks	Rationale
8	<p>When perceiving the visual world, we use a number of constancies.</p> <p>Name <u>two</u> types of constancies.</p> <p><i>Likely responses: colour and shape but credit others eg size, brightness</i></p>	2 x AO1	
9	<p>Outline one way research into perception can be used in advertising.</p> <p><i>1 mark for identifying one way research into perception can be applied in advertising eg 'subliminal advertising', 'perceptual set', 'getting someone to perceive a product in a positive way', 'changing customers perception of a brand'</i></p> <p><i>Plus 1 mark for some elaboration on the application eg 'subliminal advertising (1) can be used to sell a product in a way that customers are not conscious of it (1)', 'if a pie is presented in an advert on a plate of relatively small vegetables (1) it will appear bigger than it really is (1)'</i></p> <p><i>Or plus 2 marks for a well elaborated application eg 'if food is advertised at a time when people are more likely to be hungry (1) then they will be more motivated (1) to perceive the product as being more appetising (1)', 'perception depends on past experiences (1) so if an advert uses a celebrity who is already perceived as honest and trustworthy (1) people will expect any companies associated with them to be reliable (1)'</i></p> <p><i>For full marks, the response needs to be coherent and demonstrate some level of psychological understanding (rather than common sense).</i></p> <p><i>If candidate offers more than one way of using research then credit best response.</i></p>	3 x AO2	<p>Research findings/ideas need to be clearly applied to advertising to receive credit.</p> <p>Be careful not to credit objectives of advertising eg 'helps to sell more products'. The response needs to focus on <i>how</i> advertisers manipulate perception to sell more products (in this case).</p> <p>Be careful to distinguish between different means of advertising – do not credit more than one.</p>

SECTION B – COGNITIVE PSYCHOLOGY			
<i>Perception</i>			
Question Number	Expected Answer	Marks	Rationale
10	<p>Identify whether the following statements are true or false.</p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <p style="text-align: center;"> <input type="radio"/> TRUE <input type="radio"/> FALSE <input type="radio"/> TRUE <input checked="" type="radio"/> FALSE </p>		
10 (a)	<p>Nativist theory states that perception is a biological process.</p> <p style="text-align: center;"> <input checked="" type="radio"/> TRUE <input type="radio"/> FALSE </p> <p><i>1 mark for selecting 'true'</i></p>	1 x AO1	If both true and false are circled then no marks.
10 (b)	<p>The effect of perceptual set is an example of bottom-up processing.</p> <p style="text-align: center;"> <input type="radio"/> TRUE <input checked="" type="radio"/> FALSE </p> <p><i>1 mark for selecting 'false'</i></p>	1 x AO1	If both true and false are circled then no marks.

SECTION B – COGNITIVE PSYCHOLOGY			
<i>Perception</i>			
Question Number	Expected Answer	Marks	Rationale
11	<p>Describe the constructivist theory of perception.</p> <p><i>1 mark for each brief statement made about the theory eg references to experience, expectations, top-down processing, perceptual set, individual and cultural differences in perception.</i></p> <p><i>If full marks are to be awarded then description needs coherency and accuracy.</i></p> <p><i>More than 1 mark can be awarded for a well developed description of a feature</i> <i>eg 'The theory argues for top-down processing (1) which is perception based partly on past experiences (1)'</i> <i>eg 'Perception is not instinctive (1) but instead relies on experiences (1) which is why we see individual and cultural differences in perception (1)'</i> <i>eg 'The idea of perceptual set (1) is that what we 'see' is primed by what has come before (1). So our experience of emotions, motivation or even culture can affect perception (1). For example, Western people fall for the Muller-Lyer illusion in a way that some people of African origin do not (1)'</i></p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>	4 x AO1	<p>If description is essentially a list of features then credit a maximum of 2 marks.</p> <p>Illustrative examples are creditworthy, but full mark responses should not rely on more than one example.</p>
Section B Total		[15]	

SECTION C – DEVELOPMENTAL PSYCHOLOGY																		
<i>Cognitive Development</i>																		
Question Number	Expected Answer	Marks	Rationale															
12	<p>Complete the following table which shows examples of Piaget's different stages of cognitive development.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Stage of Cognitive Development</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sensori-Motor</td> <td>A child likes exploring the world through touch.</td> </tr> <tr> <td>2</td> <td><i>Pre-Operational</i></td> <td>A child believes that objects have feelings.</td> </tr> <tr> <td>3</td> <td><i>Concrete Operational</i></td> <td>A child is able to put objects in sequences and orders.</td> </tr> <tr> <td>4</td> <td>Formal Operational</td> <td><i>Any appropriate example for this stage eg 'a child uses hypothetical thinking', 'a child can work out puzzles without objects in front of them', 'a child understands the scientific process', etc</i></td> </tr> </tbody> </table> <p>1 mark for each section of the table completed as indicated above.</p>	No.	Stage of Cognitive Development	Example	1	Sensori-Motor	A child likes exploring the world through touch.	2	<i>Pre-Operational</i>	A child believes that objects have feelings.	3	<i>Concrete Operational</i>	A child is able to put objects in sequences and orders.	4	Formal Operational	<i>Any appropriate example for this stage eg 'a child uses hypothetical thinking', 'a child can work out puzzles without objects in front of them', 'a child understands the scientific process', etc</i>	3 x AO2	Do not credit accept 'pre' or 'concrete' without 'operational' or with other words instead eg pre-conventional.
No.	Stage of Cognitive Development	Example																
1	Sensori-Motor	A child likes exploring the world through touch.																
2	<i>Pre-Operational</i>	A child believes that objects have feelings.																
3	<i>Concrete Operational</i>	A child is able to put objects in sequences and orders.																
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SECTION C – DEVELOPMENTAL PSYCHOLOGY
Cognitive Development

Question Number	Expected Answer	Marks	Rationale
13	<p>Draw a line to match each of the following terms to its correct definition.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><u>TERMS</u></p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px;">Conservation</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px;">Egocentrism</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px;">Object Permanence</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px;">De-centring</div> </div> <div style="text-align: center;"> <p><u>DEFINITION</u></p> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 5px;">When children understand that something exists even if they cannot see it.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 5px;">When children understand more than one aspect of a situation.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 5px;">When children understand logical processes.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 5px;">When children understand that the properties of certain objects remain the same.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 5px;">When children understand the world only from their own perspective.</div> </div> </div> <p><i>1 mark for each correctly matched term as shown above.</i></p> <p><i>For each additional line drawn (over 4) subtract 1 mark.</i></p>	<p>4 x AO1</p>	

SECTION C – DEVELOPMENTAL PSYCHOLOGY			
<i>Cognitive Development</i>			
Question Number	Expected Answer	Marks	Rationale
14	<p>Piaget (1952) carried out an experiment, using rows of counters, to test children’s conservation of number.</p> <p>Outline two limitations of Piaget’s experiment.</p> <p><i>For each limitation;</i></p> <p><i>1 mark for a brief or basic response eg ‘the task wasn’t very true to life’, ‘Piaget misled children by asking the same question twice’</i></p> <p><i>2 marks for a more developed and detailed response eg ‘Piaget misled the children by asking the same question twice (1) which meant they changed their response the second time around (1)’, ‘other researchers showed that when a ‘naughty teddy’ messes up the rows as opposed to a grown-up (1) then children are able to show conservation at a younger age (1)’</i></p>	<p>2 x AO3 2 x AO3</p>	<p>Be careful not to credit what are essentially descriptions of the study e.g. ‘Piaget asked the same question twice’, ‘He used Swiss children’, ‘he did the tests under controlled conditions’, etc. Candidates need to explain why these features are problematic to earn marks e.g. ‘Piaget may have confused children by asking the same question twice (1) giving an extraneous variable that may account for their different answer (1)’, ‘He only used Swiss children (1) which does not show universality (1)’, ‘He tested under artificial conditions (1) reducing the ecological validity (1)’, etc</p> <p>It is appropriate to export responses between part 1 and part 2 to maximise marks.</p>
15	<p>Describe how research into cognitive development can be applied to education.</p> <p><i>1 mark for identifying a way in which research into cognitive development can be applied to education eg key stage targets, educating by year groups, active learning, scaffolding, etc</i></p> <p><i>Up to 3 marks can be awarded for identifying different applications to education.</i></p> <p><i>For 4 marks, one of these ways has to be elaborated on eg ‘scaffolding is used (1) to set a structure to help children move on to the next level of cognitive development (1)’</i></p> <p><i>eg ‘if a child is not mentally capable of abstract thought because of his age (1) then teachers should make sure he has concrete objects to work with (1)’</i></p>		<p>Be careful to only credit applications related to cognitive development and not other or more general applications eg memory aids.</p>

SECTION C – DEVELOPMENTAL PSYCHOLOGY			
<i>Cognitive Development</i>			
Question Number	Expected Answer	Marks	Rationale
15 continued	<p><i>Or up to 4 marks for elaborating on one application eg 'Piaget related cognitive development to ages (1) which is reflected in the current use of year groups in education (1). The idea is that the teacher can more easily teach a class that are, more or less, at the same level of cognitive functioning (1) and also these pupils will work more easily together because they understand the world in the same terms. (1)'</i></p> <p><i>For full marks, the response needs to be coherent and demonstrate some level of psychological understanding (rather than common sense).</i></p>	4 x AO2	
	Section C Total	[15]	

SECTION D – BIOLOGICAL PSYCHOLOGY																		
<i>Criminal Behaviour</i>																		
Question Number	Expected Answer	Marks	Rationale															
16	<p>Use the table below to show whether each factor would lead to an increase or decrease in crime figures.</p> <p>Show your answer by ticking one box in each row.</p> <p>The first one has been done for you.</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Increases crime figures</th> <th>Decreases crime figures</th> </tr> </thead> <tbody> <tr> <td>Fewer crimes are punished.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>More people are too scared to report crimes.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>More people do not realise they have been victims of crime.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>More activities and actions are being made illegal.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table> <p><i>1 mark for each correctly ticked row as shown above. If more than one tick in a row do not award that mark.</i></p>	Factor	Increases crime figures	Decreases crime figures	Fewer crimes are punished.	✓		More people are too scared to report crimes.		✓	More people do not realise they have been victims of crime.		✓	More activities and actions are being made illegal.	✓		3 x AO2	
Factor	Increases crime figures	Decreases crime figures																
Fewer crimes are punished.	✓																	
More people are too scared to report crimes.		✓																
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SECTION D – BIOLOGICAL PSYCHOLOGY			
<i>Criminal Behaviour</i>			
Question Number	Expected Answer	Marks	Rationale
17	<p><u>The Case of Elton</u></p> <p>Elton was recently arrested by the police for mugging an old man. He said that he had copied the leader of his gang, Dave. Why? Because Dave had got away with it time and time again. Elton had seen Dave making 'easy money'.</p> <p>Using the source:</p>		
17 (a)	<p>identify the person who is a role model for criminal behaviour;</p> <p><i>1 mark for Dave or gang leader</i></p>	1 x AO2	
17 (b)	<p>identify one way in which criminal behaviour was vicariously reinforced.</p> <p><i>1 mark for '(Dave) got away with (mugging)' or similar response</i> <i>Or 1 mark for '(Dave) was making (easy) money' or similar response</i></p>	1 x AO2	

SECTION D – BIOLOGICAL PSYCHOLOGY			
<i>Criminal Behaviour</i>			
Question Number	Expected Answer	Marks	Rationale
18	<p>Outline what psychologists mean by a criminal personality.</p> <p><i>1 mark for a brief or basic response which can be general eg ‘it is a personality unique to criminals’, ‘traits associated with committing crimes’ or specific eg ‘high risk takers’, ‘people who show little remorse’</i></p> <p><i>2 marks for a more developed and detailed response eg ‘traits associated with committing crime (1) like believing you are invincible (1)’, ‘the idea that certain people are born with a personality (1) that makes them more likely to break the law (1)’</i></p>	2 x AO1	Do not credit more than 1 mark for listing traits of criminal personality.
19	<p>Give two facial features that psychologists have associated with criminals.</p> <p><i>1 mark for any feasible feature eg large jaw, big ears, high cheekbones, thin lips, thick lips, glassy eyes, etc</i></p>	1 x AO1 1 x AO1	
20	<p>Describe and evaluate Mednick et al’s (1984) study into the genetic basis of criminal behaviour.</p> <p><i>AO1 marks for features of the study, such as: aim (to test the heritability of criminal behaviour), sample (adopted Danish men), measures (criminal records), findings (correlation between sample and their biological parents rather than adoptive parents), etc</i></p> <p><i>For full AO1 marks to be awarded both procedure and findings must be covered.</i></p> <p><i>AO2 marks for evaluation points such as: problems of retrospective data, contamination effect, gender bias of sample, cultural bias of sample, unrecorded crime absent from study, etc</i></p>	4 x AO1 2 x AO3	

SECTION D – BIOLOGICAL PSYCHOLOGY			
<i>Criminal Behaviour</i>			
Question Number	Expected Answer	Marks	Rationale
20 continued	<p><i>1-2 marks: There is a brief reference to one or more features of the study. Description may be basic or vague. Evaluation may be present but will be simple and/or brief.</i></p> <p><i>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</i></p> <p><i>3-4 marks: There is description of at least one key feature of the study. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief.</i></p> <p><i>Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</i></p> <p><i>5-6 marks: There is a description of at least two key features of the study. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear.</i></p> <p><i>Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.</i></p>		
	Section D Total	[15]	

SECTION E – SOCIAL PSYCHOLOGY			
<i>Non-Verbal Communication</i>			
Question Number	Expected Answer	Marks	Rationale
21	<p><u>The Evolution of Non-Verbal Communication</u></p> <p>Human beings use a number of non-verbal cues to help protect themselves. They may, for example, avoid staring or use open body language to calm down difficult situations. Non-verbal cues can be positive in a different way. Smiling and blushing may actually help us to attract others.</p> <p>Using the source:</p>		
21 (a)	<p>give one example of a non-verbal cue associated with survival;</p> <p><i>1 mark for avoiding staring or open body language</i></p>	1 x AO2	
21 (b)	<p>give one example of a non-verbal cue associated with reproduction.</p> <p><i>1 mark for smiling or blushing</i></p>	1 x AO2	
22	<p>Explain how a psychologist could carry out social skills training.</p> <p><i>Responses may describe social skills training in general, or in a particular context (although there is no credit for identifying the context).</i></p> <p><i>1 mark for each feature of social skills training outlined eg modelling, role play, reinforcement, feedback, videoing, examples of behaviours focused on.</i></p> <p><i>Candidates limited to a maximum of 2 marks if features identified rather than outlined.</i></p>	3 x AO2	Be careful to only credit psychological ideas. Do not credit common sense responses to this question.

SECTION E – SOCIAL PSYCHOLOGY			
<i>Non-Verbal Communication</i>			
Question Number	Expected Answer	Marks	Rationale
23	<p>Describe the findings used in Yuki et al's (2007) cross-cultural research into non-verbal communication.</p> <p><i>1 mark for each accurate brief or basic statement relating to the findings eg 'American students focused more on mouths when judging faces', 'Japanese participants rated faces as happier when the eyes rather than the mouths were presented as happy', 'findings show cultural variations in the way faces were interpreted', etc</i></p> <p><i>Or up to 3 marks for a developed or detailed response eg 'there were differences between Japanese and American participants in terms of how they interpreted faces (1) with Japanese participants rating emotions by using the emoticons' eyes (1) and American participants rating the emotions by using the emoticons' mouths (1)'</i></p> <p><i>The response must have some coherency to be awarded full marks.</i></p> <p><i>NB Findings can be presented in graphical form and should be credited as indicated below;</i></p> <p><i>1 mark for a reasonably accurate sketch of a graph</i></p> <p><i>1 mark for clear labelling of the graph</i></p> <p><i>1 mark for some commentary on the graph</i></p> <p><i>A maximum of 1 mark if the candidate offers other features of the study which do not pertain to the findings..</i></p>	3 x AO1	If findings are muddled/vague in the sense that cultures are mixed up or wrong cultures identified or not identified at all then maximum of 1 mark.

SECTION E – SOCIAL PSYCHOLOGY			
<i>Non-Verbal Communication</i>			
Question Number	Expected Answer	Marks	Rationale
24	<p>Outline <u>one</u> limitation of Yuki <i>et al's</i> study.</p> <p><i>1 mark for a brief or basic response eg 'the emoticons were not as good as real faces', 'there may have been demand characteristics'</i></p> <p><i>2 marks for a more developed and detailed response eg 'Only students were used in the study (1) and this was unrepresentative (1)', 'interpretation of facial expressions was measured using a rating system (1) so this may have over-simplified a complex process (1)'</i></p>	2 x AO2	<p>Be careful not to credit what are essentially descriptions of the study eg 'They used computer generated faces', 'the participants were students'. Candidates need to explain why these features are problematic to earn marks e.g. 'Computer generated faces were used which are not realistic (1)', 'the participants were students which is unrepresentative (1)'</p> <p>Please note that 'cultural bias' or 'not all cultures represented' is not a valid limitation since cross-cultural research aims to compare cultures not to represent them all.</p>

SECTION E – SOCIAL PSYCHOLOGY			
<i>Non-Verbal Communication</i>			
Question Number	Expected Answer	Marks	Rationale
25	<p>Describe and evaluate the social learning theory of non-verbal communication.</p> <p><i>AO1 marks for reference to concepts such as: observation, imitation, identification, role models, reinforcement, internalisation, etc</i></p> <p><i>AO2 marks for valid evaluation points such as: ignores evolutionary signals, ignores universalities in NVC, the persistence of behaviour that is punished, the occurrence of novel behaviours, the poor success rate of SST, etc</i></p> <p><i>1-3 marks: There is a brief reference to one or more key concepts. Key concepts 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.</i></p> <p><i>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.</i></p>		<p>If a response makes no reference to non-verbal behaviour within description (ie is a generic description of SLT) then limit to 3 marks.</p> <p>If a response contains only cursory references to non-verbal behaviour then limit to 7 marks.</p> <p>If a response is awarded 8 to 10 marks it needs to use examples of non-verbal communication to illustrate the description and/or evaluation.</p>

SECTION E – SOCIAL PSYCHOLOGY			
<i>Non-Verbal Communication</i>			
Question Number	Expected Answer	Marks	Rationale
25 continued	<p><i>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.</i></p> <p><i>N.B. Where evidence is offered this can be credited as AO1 or AO2 depending on how it is used in the answer.</i></p>	<p>5 x AO1 5 x AO2</p>	
	Section E Total	[20]	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		2		2
2	2			2
3	2			2
4	3			3
5			2	2
6		4		4
7	2			2
8		4		4
9		3		3
10	2			2
11	4			4
12		3		3
13	4			4
14			4	4
15		4		4
16		3		3
17		2		2
18	2			2
19	2			2
20	4		2	6
21		2		2
22		3		3
23	3			3
24			2	2
25	5	5		10
Totals	35	35	10	80

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