

Mark Schemes for the Units

January 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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General Certificate of Education Psychology (J611)

MARK SCHEMES FOR THE UNITS

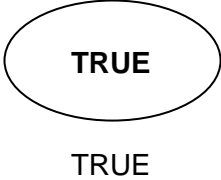
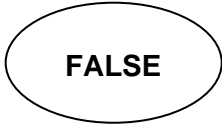
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B541 Studies and Applications in Psychology 1

SECTION A – COGNITIVE PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	MEMORY		
1	<p>Complete the diagram below to show the stages of information processing in memory.</p> <p>Label each empty box using a different term from the following list;</p> <p>output rehearsal retrieval storage</p> <pre> graph LR A[Input] --> B[Encoding] B --> C[Storage] C --> D[Retrieval] D --> E[Output] </pre> <p>1 mark for each correctly placed term, as shown above.</p>	3 x AO1	

SECTION A – COGNITIVE PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
3	<p>Explain <u>one</u> difference between short-term memory and long-term memory.</p> <p>Responses are likely to focus on differences in duration or capacity, but accept alternatives such as differences in coding or processes.</p> <p>1 x AO1 mark for identifying a feature of STM eg 7+/-2 chunks, info lasts for approx 15 seconds.</p> <p>1 x AO1 mark for identifying an opposing feature of LTM eg no limits to how much data can be held, infinite duration.</p> <p>1 x AO2 for drawing the distinction or identifying the point of difference.</p> <p>eg 'They differ in terms of duration (1) because the STM has a limited duration (1) and the LTM's is unlimited (1)'.</p> <p>eg 'LTM can hold more information than STM (1) because there is no limit to its capacity (1) whereas STM is limited to 7 pieces of information at a time (1)'.</p>	<p>2 x AO1 1 x AO2</p>	
4	<p>Terry (2005) carried out an experiment into the serial position effect on recall of TV commercials.</p> <p>Outline <u>two</u> limitations of Terry's study.</p> <p>For each limitation offered, credit as follows;</p> <p>1 mark for a brief or basic response eg 'the setting was artificial', 'the findings only apply to TV commercials', 'there may have been demand characteristics'.</p> <p>2 marks for a more developed and detailed response eg 'TV adverts are not normally watched under controlled conditions (1) so findings may lack ecological validity (1)', 'the TV commercials were all 10 months old and a set time (1) so this is not very realistic (1)'.</p>	<p>2 x AO3 2 x AO3</p>	

SECTION A – COGNITIVE PSYCHOLOGY					
Question		Expected Answers		Marks	Rationale
5			<p>Outline the levels of processing theory of memory.</p> <p>1 mark for a brief statement about the theory eg ‘the level to which information is processed affects memory’.</p> <p>2 marks for a more detailed response eg ‘LOP theory says that deep processing (1) leads to better recall than shallow processing (1)’.</p> <p>3 marks for an appropriately detailed outline of the theory eg ‘Levels of processing theory says that deep processing aids memory (1). This is because deep processing involves giving information meaning (1). The alternative is shallow processing which only involves processing physical features of, say, a word. (1)’.</p>	3 x AO1	
			Section A Total	[15]	

SECTION B – BIOLOGICAL PSYCHOLOGY				
Question		Expected Answers	Marks	Rationale
		SEX & GENDER		
6		<p><u>Sons & Daughters</u></p> <p>Lucy and Jim are 5 year old twins. Although they have been brought up very similarly they have quite different relationships with their mother. Lucy is very jealous of her mum. For example, she gets upset with her mum for kissing her dad. Jim is very affectionate towards his mum. For example, he is constantly asking her for cuddles.</p> <p>Using the source:</p>		
6	(a)	<p>identify an example of the Oedipus complex;</p> <p>1 mark for 'Jim is very affectionate towards his mum' or '(Jim) is constantly asking (his mum) for cuddles'.</p>	1 x AO2	
6	(b)	<p>identify an example of the Electra complex.</p> <p>1 mark for 'Lucy is very jealous of her mum' or '(Lucy) gets upset with her mum for kissing her dad'.</p>	1 x AO2	
7		<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> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>FALSE</p>  </div> </div>		

SECTION B – BIOLOGICAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	SEX & GENDER		
7	(a)		A person's sex depends on how masculine or feminine they are. TRUE 1 mark for selecting 'false'. FALSE
		1 x AO1	
7	(b)		Two people can be the same sex but have a different gender. TRUE FALSE 1 mark for selecting 'true'.
		1 x AO1	
7	(c)		Androgyny means to have many masculine and feminine traits. TRUE FALSE 1 mark for selecting 'true'.
		1 x AO1	

SECTION B – BIOLOGICAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	SEX & GENDER		
8	<p>Outline <u>findings</u> of Diamond & Sigmundson's (1995) case study of the twin boy raised as a girl.</p> <p>1 mark for each brief or basic statement relating to the findings eg 'the boy could not be raised as a girl', 'Bruce was not happy with being a girl', 'nature had more effect than nurture'.</p> <p>Or up to 3 marks for a developed or detailed response eg 'Brenda did not feel comfortable with her feminine identity (1) and started living 'as a man' when 'she' discovered 'she' had been born a boy (1) showing that the impact of the environment could not outweigh the effect of biology (1)'.</p> <p>The response must have some coherency to be awarded full marks.</p> <p>Award a maximum of 1 mark for any other descriptive detail of the study which does not relate to the actual findings.</p>	3 x AO1	
9	<p>Explain <u>one</u> limitation of Diamond & Sigmundson's study.</p> <p>1 mark for a brief or basic response eg 'only one person was studied', 'it is open to bias', 'Bruce had a twin to copy'.</p> <p>2 marks for a more developed response eg 'Because the case only looked at one boy (1) it is difficult to generalise the findings (1)', 'Bruce was unable to consent to being studied (1) because he was unaware of his predicament'.</p> <p>3 marks for a sophisticated and developed response eg 'Because case studies are not set up (1) it is difficult to control variables (1) such as the fact that Bruce had a twin brother (1)' or 'Bruce may not represent all boys (1) and it may be that he was particularly masculine (1). Therefore, other boys may have adapted to their new gender more easily but we cannot know without being able to test this. (1)'</p>	3 x AO2	

SECTION B – BIOLOGICAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
10	<p>SEX & GENDER</p> <p>Describe the role of hormones in gender development.</p> <p>Up to 2 marks for identifying specific sex hormones eg testosterone (1), oestrogen (1), progesterone (1).</p> <p>Plus additional marks for description of the effects of hormones eg ‘The male hormone testosterone (1) is responsible for making males more aggressive than females whereas the female hormone oestrogen (1) is related to feminine behaviours, such as sensitivity and emotionality (1).’</p> <p>NB If effects are physical rather than psychological, max 3 marks.</p> <p>Only award full marks if response has some coherency.</p> <p>If only one hormone is referred to in description then award a maximum of 3 marks.</p>	4 x AO1	
		Section B	[15]

SECTION C – INDIVIDUAL DIFFERENCES													
Question	Expected Answers	Marks	Rationale										
	ATYPICAL BEHAVIOUR												
11	<p>Complete the following table of common types of phobias.</p> <table border="1"> <thead> <tr> <th>Type of Phobia</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Claustrophobia</td> <td>Fear of enclosed spaces.</td> </tr> <tr> <td>Arachnophobia</td> <td>Fear of spiders</td> </tr> <tr> <td>Agoraphobia</td> <td>Fear of being in open, public spaces.</td> </tr> <tr> <td>Acrophobia</td> <td>Fear of heights</td> </tr> </tbody> </table> <p>1 mark for each correct entry as shown above.</p>	Type of Phobia	Definition	Claustrophobia	Fear of enclosed spaces.	Arachnophobia	Fear of spiders	Agoraphobia	Fear of being in open, public spaces.	Acrophobia	Fear of heights	3 x AO1	
Type of Phobia	Definition												
Claustrophobia	Fear of enclosed spaces.												
Arachnophobia	Fear of spiders												
Agoraphobia	Fear of being in open, public spaces.												
Acrophobia	Fear of heights												
12	<p><u>Cat Phobia</u></p> <p>Hari has an irrational fear of cats. Whenever he sees one, his heart beats faster and he feels very anxious. Hari knows where his phobia has come from. When he was younger he was walking down an alley when a cat jumped off a high wall and onto his back. The cat's claws dug into Hari's back and caused him a lot of pain.</p> <p>Using the source:</p>												
12	(a)	<p>identify the unconditioned stimulus;</p> <p>1 mark for pain/claws in back or similar response.</p>	1 x AO2										
12	(b)	<p>identify the unconditioned response;</p> <p>1 mark for fear or similar response.</p>	1 x AO2										
12	(c)	<p>identify the conditioned stimulus;</p> <p>1 mark for cats.</p>	1 x AO2										

SECTION C – INDIVIDUAL DIFFERENCES				
Question		Expected Answers	Marks	Rationale
		ATYPICAL BEHAVIOUR		
12	(d)	<p>identify the conditioned response.</p> <p>1 mark for fear or phobia or similar response.</p>	1 x AO2	
13		<p>Outline <u>two</u> criticisms of the behaviourist explanation of phobias.</p> <p>Each criticism to be credited as below;</p> <p>1 mark for a brief or basic criticism eg ‘it ignores evolution’, ‘it ignores ‘thinking’, ‘some people have phobias without a bad experience’.</p> <p>2 marks for a more developed and detailed criticism ‘it does not adequately explain how two people can have the same bad experience (1) but only one of them develops a phobia (1), ‘it disregards the effect of genetics (1) and the idea that someone may inherit their phobia rather than learn it (1)’, ‘behaviour therapy is not effective on all phobias (1) yet if they were conditioned they should be able to be counter-conditioned (1)’.</p>	<p>2 x AO2</p> <p>2 x AO2</p>	

SECTION D – SOCIAL PSYCHOLOGY				
Question		Expected Answers	Marks	Rationale
		OBEDIENCE		
15		<p><u>Obeying Orders</u></p> <p>A number of psychologists became interested in studying obedience after World War II. Many wondered why so many Nazi soldiers had followed orders to kill millions of Jewish people. Soldiers who refused to obey were often executed. After the war, many soldiers justified their actions by saying they were just doing as they were told and that their leaders were really to blame.</p> <p>Using the source:</p>		
15	(a)	<p>give the example of obedience;</p> <p>1 mark for ‘following orders (to kill millions of Jewish people)’ or similar response.</p>	1 x AO2	
15	(b)	<p>give the example of defiance;</p> <p>1 mark for ‘(soldiers) refusing to obey or similar response.</p>	1 x AO2	
15	(c)	<p>give the example of denial of responsibility;</p> <p>1 mark for ‘(soldiers) saying they were just doing as they were told’ or ‘(soldiers) saying their leaders were really to blame’ or similar responses.</p>	1 x AO2	

SECTION D – SOCIAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	OBEDIENCE		
16	<p>Some psychologists believe that <u>situational</u> factors explain obedience.</p> <p>Outline how <u>dispositional</u> factors offer an alternative explanation of obedience.</p> <p>1 mark for identifying what is meant by dispositional factors eg personality traits, authoritarian personality, individual characteristics, etc.</p> <p>1 mark for explaining how dispositional factors differ from situational factors in obedience eg ‘this means some people are more obedient than others regardless of the situation’, ‘this means obedience is more to do with upbringing rather than the situation you find yourself in’.</p>	2 x AO2	
17	<p>Explain how research into obedience can be applied to <u>one</u> real-life situation.</p> <p>Responses are likely to focus on obedience in institutions such as schools, prisons, armed forces but any feasible area of application should be credited eg law & order, childrearing, etc.</p> <p>1 mark for identifying a real-life situation where obedience is an issue/concern which could be general (eg armed forces) or specific (eg following classroom rules).</p> <p>Plus 1 mark for an outline of the area of application eg ‘in schools (1) it is important to know how to get pupils to follow rules’ or ‘the armed forces would not be effective (1) if soldiers refused to follow commands (1)’.</p> <p>Or plus 2 marks for a more developed explanation of the area of application.</p> <p>eg ‘Prisons (1) will make sure that any inmates who break rules (1) are seen to be punished (1)’.</p>		

SECTION D – SOCIAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	OBEDIENCE		
17	<p>Continued</p> <p>eg 'For teachers (1) to get their students to do as they are told (1) they must carry some authority (1)'.</p> <p>Or plus 3 marks for a more detailed explanation of the area of application.</p> <p>eg 'Prisons (1) will make sure that any inmates who break rules (1) are seen to be punished (1) so that others are aware of the consequences of doing the same (1)'.</p> <p>eg 'For the law to work (1), there must be a consensus that certain behaviours are unacceptable (1). If too many people think it is acceptable to break a certain law, they will act as role models for others (1) and breaking that law becomes the norm (1)'.</p> <p>The responses has to be coherent, and include psychological ideas, to be awarded full marks.</p> <p>NB If more than one area of application is offered, credit highest scoring one.</p>	4 x AO2	
18	<p>Describe and evaluate Bickman's (1974) study into obedience.</p> <p>AO1 marks for features of the study, such as: aim (to investigate the power of uniform), sample (passers-by in street), variables (different uniforms), tasks (eg picking up litter), findings (passers-by obeyed confederate in guard uniform most), etc.</p> <p>For full AO1 marks to be awarded both procedure and findings must be covered.</p>		

SECTION D – SOCIAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	OBEDIENCE		
18	<p>Continued</p> <p>AO2 marks for evaluation points such as: historical bias, cultural bias, only male confederates used, ethical problems with study, ecological validity, confounding street variables, etc.</p> <p>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.</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>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.</p> <p>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: 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.</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>4 x AO1 2 x AO2</p>	
		Section D Total	[15]

SECTION E – DEVELOPMENTAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	ATTACHMENT		
19	<p><u>The Case of Jesse</u></p> <p>Jesse is an 8 month old baby who has recently started nursery. After his mother leaves him, he normally cries for up to 30 minutes. The nursery assistant who looks after him usually manages to calm him down. However, if Jesse is left with a member of staff he does not know so well, he can get very upset. The nursery manager reassures his mother that Jesse is showing normal signs of attachment.</p> <p>Using the source:</p> <p>identify <u>two</u> normal signs of attachment that Jesse shows.</p> <p>1 mark for each of the following;</p> <ul style="list-style-type: none"> • he cries after his mother has left him at nursery or similar response • the nursery nurse (who works in the room every day) can usually calm him or similar response • he gets distraught if left with an unfamiliar member of staff or similar response • if candidate identifies signs by naming them as 'separation protest' and 'stranger anxiety' then credit accordingly 	<p>1 x AO2 1 x AO2</p>	

SECTION E – DEVELOPMENTAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	ATTACHMENT		
20	<p>Answer the following questions about Hazen & Shaver's (1987) study of attachment types.</p> <p>For each question, choose one answer by ticking the relevant box.</p> <p>(a) How did Hazen & Shaver administer their questionnaire?</p> <p>(i) posting it out <input type="checkbox"/></p> <p>(ii) placing it in a newspaper <input checked="" type="checkbox"/></p> <p>(iii) approaching people in the street <input type="checkbox"/></p> <p>(b) Which type of relationship did Hazen & Shaver ask people about?</p> <p>(i) relationships with children <input type="checkbox"/></p> <p>(ii) work relationships <input type="checkbox"/></p> <p>(iii) intimate adult relationships <input checked="" type="checkbox"/></p> <p>(c) What was the most common attachment type, according to the study?</p> <p>(i) secure <input checked="" type="checkbox"/></p> <p>(ii) insecure-avoidant <input type="checkbox"/></p> <p>(iii) insecure-ambivalent <input type="checkbox"/></p> <p>1 mark for each correctly ticked box as shown above.</p> <p>NB If candidates tick more than box (within a sub question) then no marks for that sub question.</p>	[3]	

SECTION E – DEVELOPMENTAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	ATTACHMENT		
21	<p>Give <u>one</u> limitation of Hazen & Shaver's study.</p> <p>1 mark for any brief but accurate point eg people can easily lie, low response rate, no flexibility in questions, culturally biased, gender biased, poor memories for childhood, etc.</p>	1 x AO3	
22	<p>Describe how psychological research into attachment has influenced the care of children.</p> <p>1 mark for each brief or basic response eg 'parents spend more time with children', 'Dads now get involved in childcare', 'children are not left alone in hospitals', 'people choose nurseries carefully', etc.</p> <p>Up to 4 marks can be given for a detailed and developed response eg 'Research shows that skin-to-skin contact can help in the early attachment process (1). For this reason, midwives are keen that new born babies go to their mothers as quickly as possible (1). The opportunity to bond is thought to improve the relationship between mother and child (1). Not only does this benefit the child in the short-term, but it is thought to establish a template for all future relationships (1)'.</p> <p>Only credit full marks if the responses is coherent and has some level of depth ie do not credit 4 brief, unconnected statements – although candidates can cover more than one application.</p>	4 x AO2	
23	<p>Describe and evaluate Bowlby's theory of attachment.</p> <p>AO1 marks for reference to concepts such as: instinct/biology, monotropy, critical period, maternal deprivation, irreversible effects of deprivation, etc.</p> <p>AO2 marks for valid evaluation points such as: ignoring behaviourist ideas, evidence of multiple attachments, case for sensitive period, reversible effects of deprivation and privation.</p>	5 x AO1 5 x AO2	

SECTION E – DEVELOPMENTAL PSYCHOLOGY			
Question	Expected Answers	Marks	Rationale
	ATTACHMENT		
23	<p>Continued</p> <p>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.</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>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.</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>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>NB Where evidence is offered (eg Bowlby's 44 Thieves study, Czech twins) this can be credited as AO1 or AO2 depending on how it is used in the answer.</p>		
		Section E Total	[20]
		Paper Total	[80]

B542 Studies and Applications in Psychology 2

Please note that the following mark scheme and the associated question paper have not been used as part of live assessment and are provided as additional specimen assessment material only. The mark scheme has not been subject to refinement and finalisation by examiners at a standardisation meeting.

SECTION A

Question	Expected Answers	Marks	Rationale																		
1	<p>Complete the following table to show whether each feature of non-verbal communication is associated with facial expressions or body language.</p> <p>Show your answer by ticking <u>one</u> of the relevant columns.</p> <p>The first two are done for you.</p> <table border="1" data-bbox="367 871 1050 1153"> <thead> <tr> <th data-bbox="367 871 600 938">Feature</th> <th data-bbox="600 871 824 938">Facial Expressions</th> <th data-bbox="824 871 1050 938">Body Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 938 600 975">Arms folded</td> <td data-bbox="600 938 824 975"></td> <td data-bbox="824 938 1050 975">✓</td> </tr> <tr> <td data-bbox="367 975 600 1011">Frown</td> <td data-bbox="600 975 824 1011">✓</td> <td data-bbox="824 975 1050 1011"></td> </tr> <tr> <td data-bbox="367 1011 600 1048">Crossed legs</td> <td data-bbox="600 1011 824 1048"></td> <td data-bbox="824 1011 1050 1048">✓</td> </tr> <tr> <td data-bbox="367 1048 600 1085">Eye contact</td> <td data-bbox="600 1048 824 1085">✓</td> <td data-bbox="824 1048 1050 1085"></td> </tr> <tr> <td data-bbox="367 1085 600 1121">Open palms</td> <td data-bbox="600 1085 824 1121"></td> <td data-bbox="824 1085 1050 1121">✓</td> </tr> </tbody> </table> <p>1 mark for each correctly ticked column as shown above. Do not credit any row where both columns have been ticked.</p>	Feature	Facial Expressions	Body Language	Arms folded		✓	Frown	✓		Crossed legs		✓	Eye contact	✓		Open palms		✓	3 x AO2	
Feature	Facial Expressions	Body Language																			
Arms folded		✓																			
Frown	✓																				
Crossed legs		✓																			
Eye contact	✓																				
Open palms		✓																			

Question	Expected Answers	Marks	Rationale
2	<p>Outline the procedure used in Yuki <i>et al</i>'s (2007) study into cross-cultural differences in interpreting facial expressions.</p> <p>1 mark for each accurate feature of the procedure identified eg sample (Japanese/American students), method (experiment), materials/task (rating how happy/sad different emoticons were), controls (same faces), IV (culture), DV (rating of faces).</p> <p>NB Do not credit explicit reference to cross-cultural study as given in question.</p> <p>If one feature is well detailed it can be awarded 2 marks eg "participants were shown a series of emoticons with eyes and mouths in different positions (1) which they had to rate for how happy they were using a scale (1)".</p> <p>If full marks awarded, description should have some coherency.</p> <p>A maximum of 1 mark if candidates describe features not pertaining to the procedure.</p>	3 x AO1	<p>Don't award mark for sample if one of the cultures is incorrectly identified eg Chinese instead of Japanese.</p> <p>NB It is possible to award 1 mark for an illustration that conveys something about the procedure.</p>

Question	Expected Answers	Marks	Rationale
3	<p>Give <u>one</u> limitation of the study carried out by Yuki <i>et al.</i></p> <p>1 mark for a brief limitation eg lacks ecological validity, faces were not real, rating scale is too subjective, only students used, etc.</p>	<p>1 x AO3</p>	<p>Don't accept 'cultural bias' (as aim was only to compare two cultures anyway).</p>
4	<p>Social Learning theory is one explanation of non-verbal communication.</p> <p>Complete the passage below, on Social Learning theory, by filling in the gaps.</p> <p>You must choose a different word for each gap from the list below.</p> <p><u>developed</u> <u>imitates</u> <u>observes</u> <u>punished</u> <u>reinforced</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Social Learning theory states that non-verbal communication starts when a child <u>observes</u> other people using non-verbal signals. The child then <u>imitates</u> these signals by performing them themselves. If the signals help them to communicate then these are <u>reinforced</u> and they use them again. However, if the signals do not work, or if children are <u>punished</u> for inappropriate use they are less likely to use them again.</p> </div> <p>1 mark for each term correctly placed in a gap as shown above.</p>	<p>4 x AO1</p>	<p>If the same word is used more than once then credit it where it is correctly placed.</p> <p>If more than one word is given in each gap assess the first one offered.</p>

Question	Expected Answers	Marks	Rationale
5	<p>Describe <u>one</u> situation in which social skills training could be used.</p> <p>1 mark for identifying a feasible situation where social skills training may be used eg rehabilitation of criminals, customer service training, managing conflict in war-zones, teacher/pupil interactions in the classroom, interviewing process.</p> <p>NB The situation can be explicitly or implicitly identified in response. Further marks to be awarded for quality of description and level of detail. Plus 1 mark for a brief or basic outline of application eg “in classroom conflicts (1) teachers try to use non-aggressive body language (1)”. Plus 2 marks for a more detailed response with some accuracy eg “in warzones (1) soldiers are encouraged to remove any shades when dealing with locals (1) because it allows for eye-contact to take place (1)”. Plus 3 marks for a detailed, accurate and coherent response eg “Social skills training can be used on offenders (1) to help to reduce future conflicts and to stop them succumbing to peer pressure (1). For example, offenders may have to role play and model effective social skills demonstrated by their trainers (1). This may include use of open posture and maintaining eye contact (1).”</p> <p>If full marks awarded, then description should have some coherency.</p> <p>If candidate describes more than one area of application then credit highest scoring example.</p>	<p>4 x AO2</p>	<p>NB As the topic is non-verbal communication credit should not be given for specific references to verbal behaviours eg tone of voice.</p>
	Section A Total	[15]	

SECTION B – INDIVIDUAL DIFFERENCES

The Self

Question	Expected Answers	Marks	Rationale
6	<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> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>TRUE</p> <p>TRUE</p> </div> <div style="text-align: center;"> <p>FALSE</p> <p>FALSE</p> </div> </div>		
6	<p>(a) Free will is about making decisions for yourself.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>TRUE</p> </div> <div style="text-align: center;"> <p>FALSE</p> </div> </div> <p>1 mark for selecting 'true'.</p>	<p>1 x AO1</p>	
6	<p>(b) Self esteem measures how much an individual values their self.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>TRUE</p> </div> <div style="text-align: center;"> <p>FALSE</p> </div> </div> <p>1 mark for selecting 'true'.</p>	<p>1 x AO1</p>	

Question		Expected Answers	Marks	Rationale
6	(c)	<p>If people are unique, then we can make generalisations about them.</p> <p style="text-align: center;">TRUE FALSE</p> <p style="text-align: center;">(FALSE is circled)</p> <p>1 mark for selecting 'false'.</p>	1 x AO1	
7		<div style="border: 1px solid black; padding: 10px;"> <p>The Case of Amin</p> <p>Amin wants to be the best student in his year. His teachers think that he has too high expectations of himself, and this is making him feel depressed. To make matters worse, Amin's parents push him to work. They only reward him when he does well. They say they will only be happy when Amin has reached his full potential.</p> </div> <p>Using the source:</p>		
7	(a)	<p>identify the statement that refers to Amin's ideal self;</p> <p>1 mark for 'Amin wants to be the best student in his year' or similar statement.</p>	1 x AO2	Needs to at least a reference to 'best student' to receive credit.
7	(b)	<p>identify the statement that refers to the concept of self-actualisation;</p> <p>1 mark for 'he has reached his full potential' or similar statement.</p>	1 x AO2	Needs to be at least a reference to 'reaching potential' to receive credit.

Question		Expected Answers	Marks	Rationale
7	(c)	<p>identify the statement that shows that Amin lacks unconditional positive regard.</p> <p>1 mark for '(his parents) only reward him when he does well' or similar statement.</p>	1 x AO2	Only credit the statement shown as must refer to concepts of 'only', 'reward' and 'doing well'.
8	(a)	<p>State what is meant by the term 'extraversion'.</p> <p>1 mark for a very brief definition eg 'out-going', 'not shy' or a term associated with the trait eg confident, sociable.</p>	1 x AO1	Don't credit 'extrovert'. Do credit associated behaviours eg likes going out with friends. Don't accept colloquialisms eg 'party animal'.
8	(b)	<p>State what is meant by the term 'neuroticism'.</p> <p>1 mark for a very brief definition eg 'anxious', 'worrier' or a term associated with the trait eg hypochondriac, paranoid.</p>	1 x AO1	Don't credit 'neurotic'. Do credit associated behaviours eg obsessive cleaning. Don't accept colloquialisms e.g. 'stress head'.
9		<p>Explain <u>one</u> criticism of the humanistic theory of the self.</p> <p>1 mark for a brief or basic response eg 'you cannot generalise', 'it is difficult to test', 'people are more similar than different'. 2 marks for a more developed response eg 'you should not make generalisations according to this theory (1) as everyone is different (1)', 'because the theory focuses on each individual's view of their self (1) it is too subjective (1)'. 3 marks for a developed and detailed response with a level of explanation eg 'humanists view everyone as unique (1) making it difficult to establish general rules of behaviour (1) which means it is not a proper theory with laws and principles (1)', 'humanism is unscientific (1) because it deals with concepts that cannot be observed (1) and therefore lacks objectivity (1)'. If candidate offers more than one criticism then credit the highest scoring one.</p>	3 x AO2	Can only credit one criticism but please be aware that some points, when linked, constitute one criticism still.

Question	Expected Answers	Marks	Rationale
10	<p>Describe Van Houtte & Jarvis' (1995) study into self-esteem.</p> <p>Credit 1 mark for each relevant feature of the study eg aim (to see if pet ownership affected self-esteem), method (a questionnaire/interview), sample (pre-adolescents), measures (self-esteem, self concept, autonomy, attachment to pets), findings (pet owners had higher self esteem than non-pet owners).</p> <p>To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.</p> <p>To award full marks the description also needs to be accurate and coherent.</p>	<p>4 x AO1</p>	<p>Do not credit an aim which is simply a reiteration of what is in the question.</p> <p>This question requires a level of description, so should be provided for full marks eg do not credit 4 x AO1 marks for a list of bullet points about the study.</p>
Section B Total		[15]	

SECTION C – COGNITIVE PSYCHOLOGY

Question	Expected Answers	Marks	Rationale
11	<p>There are a number of constancies in perception.</p> <p>Look at the following diagram.</p> <p>Draw a line to match each type of constancy to its correct example.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>CONSTANCY</p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 10px auto;">colour constancy</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 10px auto;">shape constancy</div> </div> <div style="text-align: center;"> <p>EXAMPLE</p> <div style="border: 1px solid black; padding: 10px; width: 200px; margin: 10px auto;"> My coat looks more orange in the sunlight even though I know it's actually yellow. </div> <div style="border: 1px solid black; padding: 10px; width: 200px; margin: 10px auto;"> This chair looks different from different angles but I know it's not really changing. </div> <div style="border: 1px solid black; padding: 10px; width: 200px; margin: 10px auto;"> Marcia looks really small from a distance. If I didn't know better, I'd say she has shrunk! </div> </div> </div> <p style="margin-top: 20px;">1 mark for each correctly matched box as shown above.</p>	2 x AO2	For each additional line (besides the two correct ones) subtract one mark.

Question	Expected Answers	Marks	Rationale										
12	<p>Complete the following table to show different examples of depth cues.</p> <p>Choose from:</p> <p>height in plane linear perspective relative size superimposition</p> <p>The first one has been done for you.</p> <table border="1" data-bbox="367 544 1337 922"> <thead> <tr> <th data-bbox="367 544 674 579">Depth Cue</th> <th data-bbox="674 544 1337 579">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 579 674 683">Texture Gradient</td> <td data-bbox="674 579 1337 683">In a field, we can see blades of grass right in front of us but cannot see this detail further away.</td> </tr> <tr> <td data-bbox="367 683 674 786">Height in plane</td> <td data-bbox="674 683 1337 786">When looking out to sea, boats that are further away are closer to the horizon than boats that are nearer.</td> </tr> <tr> <td data-bbox="367 786 674 858">Linear perspective</td> <td data-bbox="674 786 1337 858">The parallel lines of a railway track appear to converge into the distance.</td> </tr> <tr> <td data-bbox="367 858 674 922">Superimposition</td> <td data-bbox="674 858 1337 922">If a fence overlaps a tree in a picture, then we know the fence is nearer.</td> </tr> </tbody> </table> <p>1 mark for each correctly placed term as shown above.</p>	Depth Cue	Example	Texture Gradient	In a field, we can see blades of grass right in front of us but cannot see this detail further away.	Height in plane	When looking out to sea, boats that are further away are closer to the horizon than boats that are nearer.	Linear perspective	The parallel lines of a railway track appear to converge into the distance.	Superimposition	If a fence overlaps a tree in a picture, then we know the fence is nearer.	3 x AO2	<p>If the same word is used more than once then credit it where it is correctly placed.</p> <p>If more than one word is given in each space assess the first one offered.</p>
Depth Cue	Example												
Texture Gradient	In a field, we can see blades of grass right in front of us but cannot see this detail further away.												
Height in plane	When looking out to sea, boats that are further away are closer to the horizon than boats that are nearer.												
Linear perspective	The parallel lines of a railway track appear to converge into the distance.												
Superimposition	If a fence overlaps a tree in a picture, then we know the fence is nearer.												
13	<p>Explain what is meant by the following terms:</p> <p>top-down processing:</p> <p>1 mark for a brief or basic response eg 'processing information based on past experiences', 'learning to perceive', 'processing from the brain down'.</p>	2 x AO1	<p>Do not credit tautological responses eg 'processing from the top downwards'.</p> <p>If only an examples (or examples) given with no explanation/elaboration then a maximum 1 mark.</p>										

Question		Expected Answers	Marks	Rationale
13	(a)	2 marks for a more detailed and developed response eg 'interpreting the world (1) based on past experiences (1)', 'when we perceive the environment based on what enters the mind (1) and combine it with what we know already (1)'.	2 x AO1	
13	(b)	bottom-up processing: 1 mark for a brief or basic response eg 'what we perceive naturally', 'processing based on what's already in the environment', 'processing from the eyes up'. 2 marks for a more detailed and developed response eg 'perception is based on little interpretation (1) as most of the information we need to perceive is within incoming data (1)', 'perception is natural (1) with all information contained in the optic flow (1)'.	2 x AO1	Do not credit tautological responses eg 'processing from the bottom'. If only an examples (or examples) given with no explanation/elaboration then a maximum 1 mark.
13	(c)	perceptual set: 1 mark for a brief or basic response eg 'priming perception', 'when perception is affected by expectations'. 2 marks for a more detailed and developed response eg 'when perception is primed (1) by what we are expecting to see (1)', 'when factors such as motivation affect perception (1) for example when a plate of chips appear bigger because we are hungry (1)'.	2 x AO1	If only an examples (or examples) given with no explanation/elaboration then a maximum 1 mark.

14		<p>Describe <u>one</u> study into perception.</p> <p>Credit 1 mark for each relevant feature of the study. The study is likely to be the core study ie Haber & Levin eg aim (to investigate the effect of experience on perception), method (experiment), sample (9 undergraduates), measures (estimations of distance), findings (familiar objects were perceived more accurately). Do credit any study into (physical) perception eg Gibson & Walk's visual cliff experiment, Hudson's cross-cultural research, the case study of SB, Fantz's work on face recognition in babies, etc. To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage. To award full marks the description also needs to be accurate and coherent.</p>	<p>4 x AO1</p>	<p>Do not credit an aim which is simply a reiteration of what is in the question.</p> <p>This question requires a level of description, so should be provided for full marks eg do not credit 4 x AO1 marks for a list of bullet points about the study.</p>
		Section C Total	[15]	

SECTION D – BIOLOGICAL PSYCHOLOGY

Criminal Behaviour

Question	Expected Answers	Marks	Rationale
15	<p>Give <u>three</u> reasons why it is difficult to measure crime.</p> <p>1 mark for each brief but feasible response to the question eg there is no clear definition of crime, a number of crimes may be committed by one person, crime varies over time, crime varies over cultures, people may be too scared to report a crime, people may not know they have been a victim of crime, people may be too embarrassed to report a crime. Reasons can be specific (eg people may have money stolen from them but not realise it) or general (eg how do we define crime in the first place?). However, examiners should be careful not to double-credit reasons that are similar or overlap (eg 'people don't always report crimes' and 'people can't be bothered to report minor crimes').</p>	3 x AO2	
16	<p>The Criminal Personality</p> <p>Is there such a thing as a criminal personality? Some psychologists argue that people are not born with a criminal personality as such. They say that there are a certain set of innate traits that make some people more likely to commit crimes. However, it also depends on the kind of environment a person is born into. If someone has a good start in life, these 'criminal' traits may lead to alternative careers. For example, people may run successful businesses or even become politicians!</p>		Do accept 'a good start in life'.

Question		Expected Answers	Marks	Rationale
16	(a)	<p>Using the source:</p> <p>give <u>one</u> of the alternative careers associated with the ‘criminal personality’;</p> <p>1 mark for running businesses (or similar response) or politician (or similar response).</p>	1 x AO2	
16	(b)	<p>identify <u>one</u> of the factors that decides whether a person is likely to commit a crime.</p> <p>1 mark for innate traits (or similar response) or environment (or similar response).</p>	1 x AO2	
17		<p>Mednick <i>et al</i> (1984) carried out an adoption study to investigate the genetic basis of criminal behaviour.</p> <p>Describe <u>two</u> limitations of Mednick <i>et al</i>'s study.</p> <p>Each limitation to be credited as below; 1 mark for a brief or basic limitation eg ‘it was only carried out in one country’, ‘the sample was gender biased’, ‘correlations don’t control all factors’. 2 marks for a more developed and detailed limitation eg ‘it was only carried out in country (1) so results may be culturally biased (1)’, ‘children may be criminals due to the contamination effect (1) as it is unusual not to spend any time with biological parents (1)’, ‘because the study was based on past records (1) this may make findings unreliable (1)’. NB Limitations need not pertain directly to the stimulus.</p>	2 x AO3 2 x AO3	It is acceptable to export answers between both parts to maximise candidate’s mark.

Question	Expected Answers	Marks	Rationale
18	<p>Describe and evaluate the biological theory of criminal behaviour.</p> <p>AO1 marks for concepts such as: genetics/heritability, brain dysfunction, facial features. AO2 marks for evaluation points such as: the theory ignores evidence or learning, crime is a label not a reality, society may label certain facial features as criminal, the range of criminal behaviour cannot be explained by one gene, etc.</p> <p>1-2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical. Evaluation may be present but will be simple and/or brief. 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 description of at least one key concept. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief.</p> <p>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: There is an explanation of at least one key concept. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.</p>	<p>4 x AO1 2 x AO2</p>	<p>If concepts are merely listed then a maximum of 2 x AO1 marks.</p> <p>Both AO2 marks can be awarded for a well-elaborated evaluation point.</p>
	Section D Total	[15]	

SECTION E – DEVELOPMENTAL PSYCHOLOGY

Question	Expected Answers	Marks	Rationale
19	<p>Describe <u>one</u> application of research into cognitive development.</p> <p>1 mark for identifying an area of application whether general (eg education) or specific (eg helping children with their maths in the classroom). Application is likely to be education based, but credit other relevant examples eg toy/game designs, parenting classes, health checks.</p> <p>Plus 1 mark for some elaboration on the application eg 'it can be used in schools (1) to assess what children should know at each key stage (1)', 'research is useful for health visitors (1) to see if children's minds are developing as they should do (1)'.</p> <p>Or plus 2 marks for a well elaborated application eg 'in education (1) if we know what a child is capable of at different ages (1) then we know what tasks to set them to challenge them and encourage their development (1)', 'toy manufacturers (1) know not to produce strategy games for under 5's (1) because they won't be able to work out what somebody else is thinking (1)'.</p> <p>If more than one application is offered then credit the highest scoring one.</p>	3 x AO2	

Question	Expected Answers	Marks	Rationale
20	<p>A Family Affair</p> <p>Nick has four children. According to Piaget's theory, each one of them is at a different stage of cognitive development. Esther is the youngest child and has only just developed object permanence. Adam is the eldest child and is very good at solving abstract problems. Sophie is already very good at science and understands conservation. Luke's language development is very advanced but he is still egocentric.</p>		

Question	Expected Answers	Marks	Rationale
20	<p>Using the source;</p> <p>(a) give the name of the child who is at the <u>sensory-motor stage</u> of cognitive development;</p> <p>1 mark for Esther.</p>	1 x AO2	
	<p>(b) give the name of the child who is at the <u>pre-operational stage</u> of cognitive development;</p> <p>1 mark for Luke.</p>	1 x AO2	
	<p>(c) give the name of the child who is at the <u>concrete operational stage</u> of cognitive development.</p> <p>1 mark for Sophie.</p>	1 x AO2	
21	<p>Outline <u>two</u> criticisms of Piaget's theory of cognitive development.</p> <p>For each criticism, credit in the following way;</p> <p>1 mark for a brief or basic response eg 'it ignores the fact children develop at different rates', 'it underestimates the effect of cultural experiences', 'children seem to be able to do things at a younger age than he said'.</p> <p>2 marks for a more developed and detailed response eg 'children may not follow set stages (1) and instead are affected by cultural experiences (1)', 'Piaget saw children as young scientists (1) whereas Vygotsky argued</p>	2 x AO2 2 x AO2	It is acceptable to export answers between both parts to maximise candidate's mark.

Question	Expected Answers	Marks	Rationale
21	<p>they are only apprentices (1)'. NB Do not credit methodological limitations as criticisms of the theory unless explicitly related to the validity or reliability of the theory itself.</p>		
22	<p>Describe and evaluate <u>one</u> study into cognitive development.</p> <p>The study is likely to be a Piagetian experiment, most probably on the conservation of number. However any relevant study in this field of research can be credited eg Rose & Blank, McGarrigle & Donaldson, etc.</p> <p>AO1 marks for features of the study such as: aim; method; details of sample; controls; findings. A well described feature can be credited 2 x AO1 marks. Both procedure and findings must be included if all 5 AO1 marks are to be awarded.</p> <p>AO2 marks for relevant evaluation points such as: issues of sampling, validity/reliability of findings, ethical issues, etc. A well elaborated evaluation point can be credited additional AO2 marks.</p> <p>1-3 marks: There is a brief reference to features of the study. Technical language may not be used when describing the study. Evaluation may be present but is likely to be simplistic.</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>4-7 marks: There is some description of features of the study, or a number of key features are identified. This is done with some level of accuracy. Evaluation should be present to score above 5 marks.</p> <p>Evaluation points may be brief but should be relevant.</p> <p>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 x AO1 5 x AO3</p>	<p>Although unlikely, one evaluation point can be worth 5 x AO3 in theory. In other words, keep crediting a well elaborated point.</p>

Question	Expected Answers	Marks	Rationale
22	<p>8-10 marks: There is description of most key features of the study. This is done with clarity and accuracy. Evaluation points offer breadth and/or depth, and should be 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.</p> <p>Meaning is communicated clearly.</p>		
	Section E Total	[20]	
	Paper Total	[80]	

B543 Research in Psychology 3

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
1	<p>Give the aim of the study in the source.</p> <p>1 mark for ‘to investigate whether the presence of an audience enhances performance’ or similar response</p>	<p>Max mark [1]</p>	
2	<p>State an alternate hypothesis for this study.</p> <p>1 mark for identifying that this hypothesis predicts a difference 1 mark for the accurate identification of <i>both</i> variables (eg ‘There will be a difference [1] in how quickly participants build the tower when alone or in front of an audience [1]’ or ‘Participants will build the tower quicker [1] when being watched than when alone [1]’)</p>	<p>Max mark [2]</p>	Do allow ‘performance’ as a measure of the DV.
3 (a)	<p>State who the participants were in this study.</p> <p>1 mark for (psychology) ‘students’</p>	<p>Max mark [1]</p>	Accept ‘pupils’, ‘undergraduates’, and other similar terms for identifying students.
3 (b)	<p>Outline one problem with the sample in this study.</p> <p>1 mark for any problem that pertains to using students (eg all the same age, biased sample) 1 further mark for identifying a problem in context of this study (eg because they are all psychology students, they maybe more likely to guess what the experimenter is doing [1] and create a demand characteristic [1]’) Or 1 mark for identifying they are an opportunity sample and outlining why it is a problem (eg ‘As they are an opportunity sample of participants [1] they are likely to be a biased sample. [1]’)</p>	<p>Max mark [2]</p>	

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
4	<p>Using the diagram below; Identify the independent variable and dependent variable in the source. Draw a line from each box in the A column to the correct box in the B column.</p> <p>1 mark for each correctly identified variable.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>A</p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">Independent variable</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">Dependent variable</div> </div> <div style="text-align: center;"> <p>B</p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">Time taken to build the tower</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">The type of tower</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">Absence of presence of an audience</div> </div> </div>	Max mark [2]	For each additional line (besides the two correct ones), subtract 1 mark.

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
5	<p>Explain what is meant by the term experimenter bias.</p> <p>Experimenter bias occurs if the expectations of the experimenter unconsciously influence the way in which he or she behaves or interprets what is happening in the experiment.</p> <p>1 mark for identifying what is meant by 'bias'. 1 mark for explaining the outcome of being biased.</p> <p>eg 'experimenter bias is where experimenters see what they want to see [1] and so interpret the results so they support their hypothesis'[1]. Or, 'experimenter bias is where the experimenter may influence the outcome of the study [1] by treating the participants in each condition differently to support his theory' [1].</p>	<p>Max mark [2]</p>	<p>If the candidate <i>only</i> gives an example (or examples) of experimenter bias then a maximum of 1 mark.</p>
6 (a)	<p>Identify the experimental design used in this study.</p> <p>1 mark for 'repeated measures'</p> <p>If both boxes ticked then no credit given.</p>	<p>Max mark [1]</p>	

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
6 (b)	<p>Describe one disadvantage of the experimental design used in this study.</p> <p>1 mark for the correct identification of a disadvantage of the repeated measures experimental design 1 mark for outlining the disadvantage 1 mark for explaining the disadvantage in context of this study</p> <p>(eg ‘one disadvantage of a repeated measures design is you might get a practice effect [1], this means participants get better at a task because they do it twice [1]. In this study participants built the tower twice; once alone and then in front of an audience so would do better second time round anyway’. [1])</p>	<p>Max mark [3]</p>	<p>If no credit has been given for part (a), a max of 1 mark can be awarded if the disadvantage pertains to an independent groups design.</p> <p>If candidate ticks both boxes in part (a), award no more than 1 mark regardless of whether disadvantage is of repeated measures or independent groups.</p>
7	<p>Using the data in the source (table 1), draw and label a bar chart to display the results of this study. Use the space below.</p> <p>1 mark for a recognisable bar chart where the direction of the results is observable. 1 mark for accurately labelling the X axis. 1 mark for accurately labelling the Y axis. 1 mark for a clear relevant title.</p>	<p>Max mark [4]</p>	<p>With reference to the first mark for ‘direction’, a level of accuracy is required but do allow a deviation of +/- 0.5 either way for each bar.</p> <p>On x-axis, accept labelling of bars as well as conditions generally.</p> <p>On y-axis, there must be a numbered scale <i>and</i> a reference to minutes e.g. do not accept ‘time’ by itself.</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
8	<p>State one finding of this study.</p> <p>1 mark for any finding which shows the candidate has used the data in the table/bar chart</p> <p>(eg 'the students built the tower much quicker when an audience watched' [1], or 'being alone increases the time it takes to complete tasks' [1], or 'the presence of an audience improves performance' [1])</p>	<p>Max mark [1]</p>	<p>NB Quicker implies better in the context of this study.</p>
9	<p>The psychologist used a laboratory experiment.</p> <p>Explain one strength of a laboratory experiment.</p> <p>1 mark for identifying a strength of the laboratory experiment 1 mark for elaboration, saying <i>why</i> it is a strength</p> <p>(eg 'a strength of the laboratory experiment is that it is controlled [1] so that the experimenter can make sure the only thing that affects his results is the thing he is changing' [1] or 'a strength of the laboratory experiment is that we can be more confident that what we manipulate causes the difference [1], so we are able to test cause and effect'. [1])</p>	<p>Max mark [2]</p>	<p>For 2 marks, the response needs to be clearly evaluative and go beyond just description. eg 'is highly controlled and so has fewer extraneous variables' is only 1 mark because it does not say why this is a strength.</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
10 (a)	<p>Outline what is meant by the term extraneous variable</p> <p>Something other than the independent variable that may affect the dependent variable. (There are 3 broad sources of extraneous variables: the environment, the participants, or the experimenter which need to be controlled or have not been controlled).</p> <p>1 mark for recognising that extraneous variables can affect the dependent variable/results/outcome of study 1 mark for recognising there is an absence of control</p> <p>(eg 'An extraneous variable is something which affects the outcome of the study [1] which has not been controlled for by the experimenter' [1])</p> <p>NB: No credit for examples of extraneous variables, a definition must be given.</p>	<p>Max mark [2]</p>	<p>NB An EV can be controlled before the experiment or can have confounded results.</p> <p>Examples will be credited in part (b).</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
10 (b)	<p>Explain one way in which an extraneous variable may have occurred in this study</p> <p>1 mark for the identification of any possible extraneous variable relevant to this investigation (eg individual differences in ability to build towers, the level of difficulty of building the tower, the place where the experiment was carried out, time of day, background noise, temperature on the two occasions etc)</p> <p>2 marks for identification of a possible extraneous variable with justification as to why it is relevant to this investigation, (eg some people may be naturally better at building towers than others [1] and so this may have affected how quickly they built it regardless of whether people were watching or not' [1] or 'the amount of background noise could have affected the time it took to build the tower [1], when they built it alone, there may have been a lot of noise outside which could have distracted them'. [1])</p>	<p>Max mark [2]</p>	Referring to 'performance' is not enough to earn the 2 nd mark.
	Section A Total	[25]	

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
11 (a)	<p>State a hypothesis for your investigation</p> <p>Hypotheses can be directional, non-directional, null or alternate</p> <p>1 mark for an unclear or general statement (eg ‘teachers will be more stressed than other people’)</p> <p>2 marks for a clear, specific statement encompassing both variables (eg ‘teachers will report higher [1] levels of stress than people doing other jobs [1]’ or ‘there will be a difference [1] in the levels of stress reported by teachers and people doing other jobs’ [1], or ‘there will be no difference [1] in the levels of stress reported by teachers and people doing other jobs’ [1])</p> <p>NB: Responses have to be a predictive statement not a question (nor a general aim).</p>	<p>Max mark [2]</p>	<p>Candidates may specify who the ‘other professionals’ are and should receive credit for this.</p>
11 (b)	<p>Identify which sampling method you would use for this investigation and explain why you would use it</p> <p>1 mark for naming or outlining a sampling method</p> <p>1 mark for providing an explanation for why they would use the method.</p> <p>1 mark for an explanation in context of this investigation. (eg ‘I would use opportunity sampling [1] because it is really quick and convenient [1] so I could just use teachers from my school and people who work in the office’. [1] Or, ‘I would use random sampling [1] because it would give me a unbiased sample [1] so I would put all my teacher’s names in a hat and the first ten I pull out will be my participants’. [1])</p> <p><i>NB: Be mindful of answers which just describe the sample. The answer must make reference to the sampling method to be awarded marks</i></p>	<p>Max mark [3]</p>	<p>NB Marks are not dependent on each other. Candidates can be awarded the marks in isolation</p> <p>eg ‘I would choose teachers from my school because it’s convenient’ = 2</p> <p>eg ‘Use a method that gives me a representative sample’ = 1</p> <p>Sampling method can be for selecting just teachers or just other professionals and still gain full marks.</p>

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
11 (c)	<p>Describe one ethical issue you would have to deal with when investigating stress</p> <p>1 mark for the identification of an ethical issue, definitions of issues are acceptable (eg 'I would make sure none of my questions would upset them' [1])</p> <p>2 marks for justification as to why it applies to stress (eg 'I would make sure none of my questions upset them as they may not want to talk about how stressed they are' [2])</p>	<p>Max mark [2]</p>	
11 (d)	<p>Briefly outline how you would use a questionnaire to carry out an investigation into whether teachers are more stressed than people doing other jobs.</p> <p>1 mark for an attempt to describe how the investigation would be done (eg 'I would write a list of questions asking people how stressed they are and give them to teachers and people doing other jobs'[1])</p> <p>2 marks for describing a reasonably feasible procedure (eg 'I would prepare a list of questions asking teachers and office workers how stressed they are. [1] I would then look for patterns in their answers to try and identify common things that cause them stress'. [1])</p> <p>3 marks for describing, in some detail within the time constraints, a feasible procedure (eg I would identify a list of possible stressors that teachers and other people may experience. [1] I would then ask the teachers and office people to say how stressful they find them on a scale of 1 to 10 and then I would ask them why they find them stressful. [1] I would then compare the two professions to see the most common stressors'. [1])</p>	<p>Max mark [3]</p>	<p>The focus should be on <i>how</i> the questionnaire is used not <i>why</i>.</p> <p>No credit for descriptions of the sampling as asked for previously.</p> <p>Look for the <i>quality</i> of the response as opposed to how many different features of the procedure are covered.</p>

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
11 (e)	<p>Describe one weakness of using a questionnaire in this investigation</p> <p>1 mark for the identification of a weakness of the questionnaire as a method of investigation 1 mark for outlining/giving some explanation or describing the weakness 1 mark for relating the weakness specifically to this investigation</p> <p>(eg ‘One weakness of using a questionnaire is that people may lie in their answers. [1] Stress is a particularly sensitive area [1] and so people may not want to disclose to you how stressed they really are’.[1])</p>	Max mark [3]	
11 (f)	<p>Outline how you would analyse your findings</p> <p>1 mark for brief answers that involve just looking for patterns 2 marks for detailed responses that make reference to the use of descriptive statistics (mean, medians or modes) or to graphs (bar charts, line graphs etc)</p>	Max mark [2]	
	Section B Total	[15]	
	Paper Total	[40]	

Grade Thresholds

General Certificate of Secondary Education
Psychology (J611)
January 2010 Examination Series

Unit Threshold Marks

Unit		Max Mark	A*	A	B	C	D	E	F	G
B541	Raw	80	72	64	56	48	40	32	24	16
	UMS	80	72	64	56	48	40	32	24	16
B543	Raw	40	36	32	28	24	20	16	12	8
	UMS	40	36	32	28	24	20	16	12	8

Statistics are correct at the time of publication.

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