

**GCSE**

**Psychology**

Unit **B541**: Studies and Applications in Psychology 1

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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

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

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

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## 1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Vague
	Benefit of doubt
	No benefit of doubt
	Knowledge and understanding
	Significant amount of material which doesn't answer the question
	Repeated/credited already
	Evaluation
	Band down/cap mark
	Cross
	Caret sign to show omission
	Unclear
	Slash

Question		Answer	Marks	Guidance
1	(a)	<p>1 mark for each correctly matched box as shown below.</p>	[2]	<p>Please see marking guidance point 9 for contradictory responses.</p> <p>For additional line drawn over two required subtract a mark from the candidate's score.</p>
2	(a)	<p>1 mark for 'sensory [store/memory/register/buffer]'</p> <p>1 mark for 'short term [memory]' (or 'STM')</p> <p>1 mark for 'long term [memory]' (or 'LTM')</p>	[3]	
	(b)	<p>Up to 2 marks for the role – either to keep data in STM, transfer to LTM, prevent decay</p> <p>Up to 1 mark for knowing what rehearsal is e.g. repetition of data, doing/saying something over and over, etc</p>	[2]	
3	(a)	1 mark for 'faded'	[1]	
	(b)	1 mark for 'Seniha'	[1]	
	(c)	1 mark for 'Chelsea'	[1]	
	(d)	1 mark for 'Brandon'	[1]	
4		<p>1 mark for identifying the memory aid whether explicitly or implicitly e.g. use of cues, method of loci, mnemonic, repeating something over and over again, giving information meaning, etc</p> <p>1 further mark for outlining how the memory aid works.</p>	[2]	<p>Only credit active memory aids not passive examples e.g. 'smell of ice cream reminds us of childhood' not creditworthy.</p> <p>Only give further credit for how it works not when or where it is used.</p>

Question	Answer	Marks	Guidance
5	1 mark for each brief but clear criticism e.g. findings lack ecological validity, findings lack construct validity, effect of sample bias on results e.g. age, result of demand characteristics, results confounded some commercials may be more meaningful/familiar than others, influence of order effects on findings, etc	[2]	<p>Criticisms can be general (e.g. lack of ecological validity) or specific (e.g. 'we do not normally give adverts our undivided attention').</p> <p>Do not credit points that are essentially descriptive e.g. he used a lab, he used students (but do credit, 'he only used students').</p> <p>Do not credit reference to ethics as these do not pertain to the findings.</p> <p>Do not credit both limitations if there is overlap.</p>
6	(a)	[1]	1 mark for 'leaders (of the protest)'
	(b)	[1]	1 mark for '(many of the) young protestors'
7	(a)	[3]	<p>Do not credit the method as this is given in the question.</p> <p>Maximum 1 mark for features of sample e.g. opportunity sample, randomly occurring, pedestrians</p> <p>Maximum 1 mark for DV i.e. picking up litter, giving coin to stranger, moving to other side of post</p> <p>To award the mark for IV the candidate must be clear that a confederate (or similar) tested <i>all</i> three uniforms (including naming them).</p> <p>Do accept police/army uniform instead of guard and postman (or similar job) for milkman. Do accept other descriptions of civilian clothing e.g. normal clothes.</p> <p>Response must have some coherency to be awarded full marks.</p>
	(b)	[2]	<p>1 mark for a brief or basic statement e.g. 'harder to establish cause and effect than in a lab', 'lack of control', 'street/extraneous variables may have affected the results',</p> <p>Limitation must be in context of the study to award both marks.</p> <p>Do not credit descriptive statements e.g. 'it was not done in</p>

Question	Answer	Marks	Guidance
	<p>'lack of consent/more likely to use deception', 'less control over make-up of sample'</p> <p>2 marks for a more developed and detailed response e.g. 'it is difficult to control extraneous variables (1) such as noise and crowding (1)', 'it may be that uniform did not affect whether people did the tasks or not (1) and in fact it had more to do with other factors that could not be easily controlled (1)', 'passers-by were unaware they were being experimented on (1) so could not give consent (1)'</p>		<p>a lab'.</p> <p>Do not credit the phrase 'unethical' alone – candidate needs to begin to explain why it's unethical to earn first mark.</p>
8	<p><b>(a)</b></p> <p>1 mark for a brief or basic response e.g. 'people obey depending on the country they live in', 'people from individualistic cultures are more defiant'</p> <p>2 marks for a more detailed response e.g. 'research shows obedience rates are high in some countries (1) such as Spain and Germany but lower in the UK and Australia (1)', 'people from individualistic cultures are more defiant (1) because they don't feel an obligation to keep order for the sake of others (1)'</p> <p>3 marks for a more elaborate, sophisticated response e.g. 'culture determines the norm for a society (1) so if a person is raised in a culture where they are expected to obey (1) they will not question this for fear of being different (1)', 'people from individualistic cultures are more defiant (1) because they don't feel an obligation to keep order for the sake of others (1) unlike people from collectivist cultures (1)'</p>	[3]	<p><b>Rule of thumb:</b></p> <p>1 mark for relating a particular culture to high or low obedience rates e.g. through comparison</p> <p>1 mark for showing some knowledge of what culture is</p> <p>1 mark for an explanation of the effect</p> <p>Do not credit a definition of culture alone – only as part of a broader response.</p> <p>Do not credit examples unless they illustrate a new point.</p>
	<p><b>(b)</b></p> <p>1 mark for a brief or basic response e.g. 'the more people that are seen to obey the more someone will obey too', 'a person may be influenced to disobey because everyone else is'</p> <p>2 marks for a more detailed response e.g. 'people obey when others do (1) because of peer pressure (1)', 'I would be more likely to be defiant if my class were breaking the rules (1)'</p>	[3]	<p><b>Rule of thumb:</b></p> <p>1 mark for demonstrating some understanding of what consensus means</p> <p>1 mark for an explanation of the effect of consensus</p>

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	<p>because I would not be as easy to pick out (1)'</p> <p>3 marks for a more elaborate, sophisticated response e.g. 'An individual will obey if everyone else agrees to (1) because we have a tendency to conform (1) since we don't want to stand out from the crowd (1)', 'people will disobey en masse (1) because they become deindividuated (1) and feel less responsible for their actions (1)'</p>		<p>1 mark for another explanation of the effect of consensus or an elaboration of the first.</p> <p>Do not credit examples unless they illustrate a new point.</p>
9	<p>1 mark for a brief or basic criticism e.g. 'it ignores dispositional factors', 'it is based on artificial research'</p> <p>2 marks for a more developed and detailed criticism e.g. 'it ignores the role of personality (1) because some people may just be more obedient regardless of the situation they are in (1)',</p> <p>'to test situational factors, researchers have to set up situations where participants are forced to obey (1) and this can be seen as unethical (1)'</p> <p>'ignores individual differences (1) as some individuals may be naturally more obedient than others (1)'</p>	[2]	<p>Criticism should be clearly evaluative rather than essentially descriptive.</p> <p>If the candidate evaluates the theory through reference to the research (e.g. problems with ethics, issues with ecological validity) then this should be related back to the theory to gain credit. Also do not credit invalid statements like 'the <i>theory</i> lacks ecological validity'.</p>
10	<p>1 mark for 'separation protest'</p> <p>1 mark for 'stranger anxiety'</p>	[2]	
11	<p>1 mark for each correct entry in the table as indicated below;</p> <p>First row: insecure ambivalent</p> <p>Second row: insecure avoidant</p> <p>Third row: secure</p>	[3]	<p>Do accept alternative terms for attachment types e.g. anxious resistant, Types A,B and C.</p>
12	(a)	[1]	1 mark for 'false'
	(b)	[1]	1 mark for 'true'
	(c)	[1]	1 mark for 'true'
13		[4]	<p>1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a</p> <p>Do back credit descriptions of the features of Bowlby's theory where they are used to make sense of/illustrate a</p>

Question	Answer	Marks	Guidance
	<p>combination of both.</p> <p>Evaluation points may focus on learning over instinct, multiple attachment vs monotropy, evidence for the reversible effects of deprivation, sensitive period vs critical period.</p>		<p>criticism e.g. 'Bowlby believed in monotropy (1) even though evidence suggests babies form multiple attachments (1)' but do not award 2 marks for simple comparisons e.g. 'Bowlby believed we attach to one primary caregiver but we do not (1)', 'Effects of deprivation are reversible rather than irreversible (1)'</p> <p>Do not credit statements that simply negate Bowlby's ideas e.g. 'Bowlby was wrong to say attachments are instinctive.'</p> <p>If description of the critical period is to be back-credited then the candidate must be clear about in what way it is critical.</p>
14	<p>1 mark for identifying a way in which research has been applied e.g. skin-to-skin contact at birth, use of key workers in nurseries, parenting classes to encourage productive bonds, etc</p> <p>2 marks for a more developed response to the question e.g. 'fathers are now also present at the birth of a child (1) in recognition of the fact that children develop multiple bonds (1)', 'nurseries aim for a low staff turnover (1) otherwise their children may suffer the effects of deprivation (1)'</p> <p>3 marks for a more developed response with a level of explanation e.g. 'parents can stay overnight when their children are hospitalised (1) otherwise they may be further distressed through separation protest (1) as well as likely to suffer stranger anxiety in the presence of medical staff (1)', 'social services know to minimise the number of foster families a young infant is placed with (1) because they will need time to form a bond (1) otherwise they are at risk of suffering the</p>	[3]	<p>If more than one way of applying research is outlined then credit first one. Examiners should be careful to credit broad ways of applying research if they occur first in the response e.g changing/improving hospital practice (1) followed by specific techniques e.g. skin-to skin contact (1) and carers staying overnight with child patients (1).</p> <p>Do not award a separate mark for giving the context of the application (eg hospital, nursery) but the context is needed to access 2 or more of the marks available.</p> <p>Do no credit obvious or exaggerated explanations of practice/policy e.g. saying skin-to-skin contact improves bonding rather than saying it allows bonding to happen more quickly reducing distress, saying overnight stays stop deprivation rather than reducing separation protest/stranger anxiety.</p>

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	effects of privation (1)		
15 (a)	1 mark for needle (stuck in Jenson's arm)	[1]	Do not credit if presented with UCR,CR e.g. 'fear when needle got stuck in his arm'
	1 mark for (a lot of) fear	[1]	Do not credit if presented with UCS,CS,CR e.g. 'fear of from the needle'
	1 mark for buttons	[1]	Do not credit if presented with UCR,UCS, CR e.g. 'anxious when presented with buttons'
	1 mark for very anxious/anxiety/fear/phobia	[1]	Do not credit if presented with UCS, UCR, CS e.g. 'anxiety caused by needle'
16	<p>1 mark for naming an identifiable phobia – likely to be arachnophobia, social phobia, school phobia, acrophobia, agoraphobia.</p> <p>1 mark for a brief statement using the word fear (or similar) and what situation/object/event is feared e.g. 'a fear of embarrassing oneself in public' (social phobia) 'being scared of spiders' (arachnophobia)</p>	[2]	<p>Do not credit a fear of buttons.</p> <p>Must be a named phobia.</p> <p>In this particular case, the second mark can only be awarded with the first.</p> <p>Where spelling of acrophobia and agoraphobia are poor, use the presence of a 'c' to identify the former and the presence of a 'g' to identify the latter, marking second part of answer accordingly.</p> <p>With certain phobias, it is permissible to repeat the word used in the name of the phobia e.g. school phobia = fear of school, social phobia = fear of social situations.</p>
17	<p>The most likely theory to be offered is evolutionary theory. However, do credit other feasible theories e.g. social learning theory, psychodynamic.</p> <p>1 mark for a brief or basic response e.g. 'phobias are linked to</p>	[3]	<p>No marks for simply naming a theory.</p> <p>Only award full marks where the chosen theory has an explicit link to phobias.</p>

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	<p>survival', 'people are prepared to fear some things more than others', 'phobias are indirectly learned', 'phobias are displaced fears'</p> <p>2 marks for a more developed response e.g. 'fears are instinctive (1) and relate to what threatened our ancestors in the past (1)', 'we are born with (1) a preparedness to fear certain situations (1)', 'phobias occur when a child fears a parent but realises this is unacceptable (1) and displaces the fear onto a more acceptable source (1)'</p> <p>3 marks for a developed and detailed response e.g. 'the theory is that we have evolved to survive (1) and as part of this we have evolved a preparedness to fear certain events (1) which are easily triggered when a person is threatened (1)', 'phobias developed when people observe their role models (1) displaying an extreme fear (1) which they then go on to imitate (1)'</p>		
18	<p>The study offered is likely to be Watson &amp; Rayner as reflected in the illustration below but do credit any other relevant study given the concept of atypical behaviour is broad e.g. Thigpen and Cleckley (multiple personality disorder), Rosenhan (diagnosis of schizophrenia), etc</p> <p>Up to four AO1 marks for features of the study, such as: aim (to investigate whether phobias can be conditioned, method (lab experiment), sample (infant boy), controls (testing of neutral stimulus), variables (conditioning of fear of rat), measure (fear of rat), findings (infant associated rat with fear), conclusion (phobias are learned behaviours)</p> <p>NB Aim and conclusion should be phrased differently to receive distinct marks.</p>	[6]	<p>Be careful to only credit genuine case studies and not anecdotal descriptions.</p> <p><b>5–6 marks:</b> There is a detailed description of the key features of the study, covering both procedure and findings. This should be done with accuracy and coherency. 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>

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	<p>For full AO1 marks to be awarded both procedure and findings must be covered.</p> <p>For Watson &amp; Rayner, AO2 marks for evaluation points such as: limited range of stimuli tested, inability to generalise from such a small sample, lack of ecological validity, unethical, etc.</p> <p>Up to two AO2 marks can be awarded for one well elaborated evaluation point (in the context of the study) or two briefer points which may not be contextualised.</p>		<p><b>3–4 marks:</b> There is description of some key features of the study. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p><b>1–2 marks:</b> There is a brief reference to one or more features of the study. Description may be basic or vague. 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 will be some errors in spelling, punctuation and grammar.</p> <p><b>0 marks:</b> no or irrelevant answer.</p>
19 (a)	1 mark for identifying a feature of sex e.g. male or female, decided by genitals (or other physical attributes), depends on chromosomal make-up	[1]	If more than one accurate response then credit the one that gives the candidate the most marks overall.
(b)	1 mark for identifying a feature of gender e.g. level of masculinity/femininity, sex related behaviour, a type of identity, psychological traits	[1]	<p>If more than one accurate response then credit the one that gives the candidate the most marks overall.</p> <p>Do credit the idea that gender can be a product of the environment.</p>
(c)	<p>1 mark for an implied difference e.g. ‘sex is more biological than gender’, ‘sex is fixed but gender isn’t’ or for a difference which is not a clear comparison e.g. ‘sex is fixed but gender is more psychological’</p> <p>Or 2 marks for an explicit distinction that draws a clear comparison e.g. ‘sex is fixed but gender could be open to change’, ‘sex can be judged objectively whereas gender is</p>	[2]	Do not double credit features that have already been used to answer parts (a) and (b).

Question	Answer	Marks	Guidance
	more subjective'.		
20 (a)	1 mark for wanting to play fight with his dad.	[1]	
	(b) 1 mark for wanting to marry her father.	[1]	
21	<p>1 mark for each brief or basic response e.g. 'samples are too small', 'extraneous variables can affect results', 'open to bias'</p> <p>2 marks for a more elaborated response e.g. 'because the sample is small (1) not all children are represented(1)', 'extraneous variables are not controlled (1) such as the fact that his parents knew he was born a boy and may have treated him differently from a real daughter (1)', 'case studies are open to bias (1) as researchers like Money can get too heavily involved (1)'</p>	[4]	<p>Candidates must use the D&amp;S study to contextualise their response to earn both marks for each limitation.</p> <p>Back credit descriptions of features of case studies when supported by a statement which is clearly evaluative.</p> <p>Be careful not to double credit the same limitation e.g. unrepresentative and cannot generalise.</p> <p>The problem of extraneous variables (e.g. knowledge of parents, presence of twin brother, delayed reassignment) can be credited in both parts but the candidate should express the limitation differently in each part to earn all 4 marks e.g. identify problem of uncontrolled variables and then apply to parents knowledge and identify the difficulty to establishing cause and effect and then apply to presence of brother.</p> <p>Do not credit a statement that simply says the research is unethical. Do credit specific ethical issues related to using case studies – likely to be the distress/discomfort of being studied so intensely.</p> <p>Do mark the responses as a whole so that credit can be awarded across both parts.</p>

Question	Answer	Marks	Guidance
22	<p>Up to five AO1 marks for reference to concepts such as: gender innate, sex and gender inter-related, gender decided at conception, gender fixed, typical chromosome patterns, atypical chromosome patterns, development of gonads, hormone production, effects of hormones, brain differences, evolutionary sex roles.</p> <p>Up to five AO2 marks for valid evaluation points such as: ignores the effects of environment, failure to explain the rise of androgynous behaviour, cross cultural differences in male and female roles, range of masculine/feminine behaviours that occur within a sex, changes in gender related behaviour within an individual, applications of theory.</p> <p>More than 1 x AO2 can be awarded for a point but it should be developed by referring back to specific features of the biological theory.</p> <p>Where evaluation relies on alternative theories there should be a level of comparison/analysis to credit i.e. it is not enough to simply describe alternative theories for AO2 marks.</p>	[10]	<p>Do not credit the idea that biological theory cannot explain atypical gender development.</p> <p>To be awarded a top band mark, candidates must make reference to more than one way of explaining gender development e.g. role of chromosomes, activity of hormones, brain differences, evolutionary processes.</p> <p><b>8–10 marks:</b> There is a thorough description of at least two key concepts relating to both sexes/genders in a relatively balanced way. This is done with accuracy and coherency. Evaluation offers breadth and/or depth, and points are clear and relevant.</p> <p>Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p><b>4–7 marks:</b> At the top of this band (6-7), there is a reasonable description of one or more key concepts. This is done with some accuracy. There will be an attempt to evaluate. Evaluation points may be brief but should be relevant.</p> <p>At the bottom of this band (4-5), there is some description of one of more key concepts with little inaccuracy. If evaluation is attempted, it will be basic.</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>

Question	Answer	Marks	Guidance
			<p><b>1–3 marks:</b> 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 will be some errors in spelling, punctuation and grammar.</p> <p><b>0 marks:</b> No or irrelevant answer.</p>

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