

Psychology

General Certificate of Secondary Education

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

Mark Scheme for January 2011

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Section A – BIOLOGICAL PSYCHOLOGY

Sex and Gender

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|---------|--|
| 1 | <p>Identify which <u>one</u> of the following is the sex chromosome pattern for females.</p> <p>Tick one of the boxes below to show your answer.</p> <p>XX <input checked="" type="checkbox"/> XY <input type="checkbox"/> YY <input type="checkbox"/></p> <p><i>1 mark for ticking correct box as shown above.</i></p> | 1 x AO1 | If more than one box ticked then no credit. |
| 2 | <p>Identify which <u>one</u> of the following hormones is associated more with males than females.</p> <p>Tick one of the boxes below to show your answer.</p> <p>oestrogen <input type="checkbox"/> progesterone <input type="checkbox"/> testosterone <input checked="" type="checkbox"/></p> <p><i>1 mark for ticking correct box as shown above.</i></p> | 1 x AO1 | If more than one box ticked then no credit. |
| 3 | <p>(a) Give <u>one</u> type of masculine behaviour.</p> <p>1 mark for any reasonable example eg more aggressive, more competitive, good visual spatial skills, breadwinner, etc</p> | 1 x AO2 | <p>Accept traditional views of masculinity even if they appear outdated.</p> <p>Degree of behaviour not needed for credit eg can say 'aggressive' rather than 'more aggressive'.</p> <p>Accept specific behaviours/roles eg better at reading maps, playing football.</p> <p>Behaviour does not have to be directly observable eg cognitive ability is acceptable.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|----------------|--|
| (b) | <p>Give one type of feminine behaviour.</p> <p>1 mark for any reasonable example eg more sensitive, more coy, good verbal skills, homemaker, etc</p> | 1 x AO2 | <p>Accept traditional views of femininity even if they appear outdated.</p> <p>Degree of behaviour not needed for credit eg can say 'sensitive' rather than 'more sensitive'.</p> <p>Accept specific behaviours/roles eg better at caring for children, playing with dolls.</p> <p>Behaviour does not have to be directly observable eg cognitive ability is acceptable.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|--|
| 4 | <p>Psychoanalytic Theory of Gender Development</p> <p>A psychologist tested the psychoanalytic theory of gender development. He interviewed a group of boys and girls aged 5 years. One girl, Sonja had already identified with her mother. However, another girl, Erika, seemed to still have a longing for her father. One of the boys, Oliver, said things that suggested that he was quite anxious around his father.</p> <p>Using the Source:</p> <p>(a) Give the name of the child who is showing signs of the Electra complex.</p> <p>1 mark for Erika</p> | 1 x AO2 | |
| | <p>(b) Give the name of the child who is showing signs of the Oedipus complex.</p> <p>1 mark for Oliver</p> | 1 x AO2 | |
| 5 | <p>Describe Diamond & Sigmundson's (1997) study of the castrated twin boy.</p> <p>Credit 1 mark for each relevant feature of the study eg aim (to see if gender is a product of nature or nurture), method (a case study), details of sample (gender was reassigned at 20 months), findings (Brenda was not happy with her gender).</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 detailed, accurate and coherent.</p> | 4 x AO1 | <p>Aim and conclusion need to be distinct enough to earn separate marks.</p> <p>No mark for fact that he was castrated (as in question) but can award mark for why he was castrated.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|--|
| 6 | <p>Outline <u>one</u> limitation of Diamond & Sigmundson's study.</p> <p>1 mark for a brief or basic limitation eg 'only studied one child', 'may not have worked because Bruce had a twin brother', 'biased results'</p> <p>2 marks for a more elaborate, sophisticated response eg 'the sample is unrepresentative (1) and cannot be generalised to other children (1)', 'the study was unethical (1) because Bruce did not give informed consent to be studied (1)', 'Bruce lived the first two years of his life as a boy (1) and this may be the reason why the reassignment was not successful (1)'</p> | 2 x AO3 | <p>Any limitation should be clearly evaluative rather than descriptive eg do not credit 'he had a twin brother' but do credit 'his twin brother may have confounded the case', do not credit 'they studied one person' but do credit 'they studied only one person'.</p> <p>Do not credit the simple point that 'the study was unethical' but do credit explanations of how and why the study is unethical.</p> <p>It is possible to credit limitations that pertain to Money's work rather than Diamond & Sigmundson's, especially in terms of ethics.</p> <p>Generic limitations to do with the case study methodology are creditworthy.</p> |
| 7 | <p>Explain how research into sex and gender may be used to promote equal opportunities.</p> <p>1 mark for identifying an area in which equal opportunities for the sexes is applied eg education, workplace, leisure</p> <p>Plus 1 further mark for further detail/explanation of this area of application eg 'in schools (1) boys may be given additional time to help improve their literacy (1)', 'men and women should be given the same opportunities to get promoted (1) in the workplace (1)'</p> | 3 x AO2 | <p>If there is no identifiable area of application then no marks to be awarded even if the response contains potentially relevant research ie an area of application is needed to access other marks.</p> <p>Research can refer to concepts and theory as well as actual studies.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|-------------|-----------|
| | <p>Or plus 2 further marks if detail/explanation relates the application back to psychological research eg 'research shows that boys have superior practical skills compared to girls (1) so to give girls the same chance to do manual trades (1) positive discrimination may be used when selecting people for apprenticeships (1)'</p> <p>NB If not related to equal ops <u>for the sexes</u> then not creditworthy.</p> | | |
| | Section A Total | [15] | |

SECTION B – DEVELOPMENTAL PSYCHOLOGY

Attachment

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|-----------------------------------|
| 8 | <p>Identify whether the following statements about Bowlby's theory 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 checked="" type="radio"/> TRUE FALSE <input type="radio"/> TRUE <input checked="" type="radio"/> FALSE </p> | | |
| (a) | <p>Monotropy describes the situation where an infant attaches to two or more carers.</p> <p style="text-align: center;"> <input type="radio"/> TRUE <input checked="" type="radio"/> FALSE </p> <p>1 mark for circling 'false' as shown above.</p> | 1 x AO1 | No marks if both options circled. |
| (b) | <p>The critical period is a time when a child has to form an attachment in order to guarantee healthy development.</p> <p style="text-align: center;"> <input checked="" type="radio"/> TRUE FALSE </p> <p>1 mark for circling 'true' as shown above.</p> | 1 x AO1 | No marks if both options circled. |

| Question Number | | | Expected Answer | Marks | Rationale |
|-----------------|-----|------|--|---------|---|
| 9 | (a) | (i) | <p>State what is meant by the term 'deprivation'.</p> <p>1 mark for a brief but accurate statement eg 'when an bond is broken', 'when an attachment figure is taken away'</p> | 1 x AO1 | <p>NB Can apply export/import rule within Question 9(a).</p> <p>The mark is for recognising the process of separation not necessarily who children separated from.</p> <p>Do not credit a candidate who simply uses the word 'deprive' in their answer.</p> |
| | | (ii) | <p>Give <u>one</u> example of a situation that may result in a child experiencing deprivation.</p> <p>1 mark for any relevant example eg 'when parents separate and one leaves home', 'when a mother is sent away to prison', 'when a caregiver dies'</p> | 1 x AO2 | <p>NB Can apply export/import rule within Question 9(a).</p> <p>To award mark, it must be clear that separation has happened after an attachment as formed – either signified by time or by the relationship (eg the parent). The separation also needs to be permanent or for a long period time eg <i>not</i> leaving a child at nursery.</p> |
| | (b) | (i) | <p>State what is meant by the term 'privation'.</p> <p>1 mark for a brief but accurate statement eg 'when a bond is never formed', 'when there is no meaningful attachment between a carer and child'</p> | 1 x AO1 | <p>NB Can apply export/import rule within Question 9(b).</p> |

| Question Number | | Expected Answer | Marks | Rationale |
|-----------------|------|--|---------|---|
| | (ii) | <p>Give <u>one</u> example of a situation that may result in a child experiencing privation.</p> <p>1 mark for any relevant example eg 'when a child is abandoned at birth', 'an infant who is passed from foster family to foster family', 'a child born into a neglectful family'</p> | 1 x AO2 | <p>NB Can apply export/import rule within Question 9(b).</p> <p>It needs to be clear that any situation that causes privation (eg neglect) has happened from birth/young age.</p> |

| Question Number | Expected Answer | Marks | Rationale | | | | | | | | |
|----------------------------|---|--|---|---------------|--|----------------------------|--|--------------------------|---|-----------------------|--|
| 10 | <p>Outline <u>two</u> criticisms of Bowlby's theory of attachment.</p> <p>For each criticism;</p> <p>1 mark for a brief or basic response eg 'children can bond with more than one person', 'children can form attachments after 3 years', 'its too much on the side of nature'</p> <p>Or 2 marks for a more elaborated criticism eg 'Bowlby did not take into account multiple attachments (1) – for example a child may have an equally strong attachment to both their mother and father (1)', 'critics argue for a sensitive period (1) which means that there is a best time for an attachment to happen but not an essential time (1)', 'the theory says that attachment is instinctive (1) whereas other evidence suggests it is more to do with learning (1)'</p> | <p>2 x AO2 2 x AO2</p> | <p>Please refer to the Grade Target grid to guide level of assessment on this question.</p> <p>Please note; because the candidate has not been required to describe Bowlby's theory, marks can be awarded for identifying relevant parts of the theory as part of the evaluation. However, it should be made obvious what is being evaluated.</p> <p>It is acceptable to export answers between the two 'parts' of this question.</p> | | | | | | | | |
| 11 | <p>Complete the table below to show different types of attachment.</p> <p>Choose an attachment type from the following list for each description;</p> <p>insecure-ambivalent insecure-avoidant insecure-secure secure</p> <table border="1" data-bbox="331 970 1366 1248"> <thead> <tr> <th data-bbox="331 970 667 1005">Attachment Type</th> <th data-bbox="667 970 1366 1005">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1005 667 1072">Secure</td> <td data-bbox="667 1005 1366 1072">An infant shows distress at being separated from carers and is pleased to see them when they return.</td> </tr> <tr> <td data-bbox="331 1072 667 1139">Insecure-ambivalent</td> <td data-bbox="667 1072 1366 1139">An infant is very distressed at being separated from carers and is difficult with them when they return.</td> </tr> <tr> <td data-bbox="331 1139 667 1248">Insecure-avoidant</td> <td data-bbox="667 1139 1366 1248">An infant shows mild distress at being separated from carers and so shows no interest when they return.</td> </tr> </tbody> </table> <p>1 mark for each correctly placed response as shown above.</p> | Attachment Type | Description | Secure | An infant shows distress at being separated from carers and is pleased to see them when they return. | Insecure-ambivalent | An infant is very distressed at being separated from carers and is difficult with them when they return. | Insecure-avoidant | An infant shows mild distress at being separated from carers and so shows no interest when they return. | <p>3 x AO1</p> | |
| Attachment Type | Description | | | | | | | | | | |
| Secure | An infant shows distress at being separated from carers and is pleased to see them when they return. | | | | | | | | | | |
| Insecure-ambivalent | An infant is very distressed at being separated from carers and is difficult with them when they return. | | | | | | | | | | |
| Insecure-avoidant | An infant shows mild distress at being separated from carers and so shows no interest when they return. | | | | | | | | | | |

| Question Number | Expected Answer | Marks | Rationale |
|------------------------|--|--|--|
| 12 | <p>Hazen & Shaver (1987) carried out a survey into attachment types and adult relationships.</p> <p>Give <u>two</u> limitations of Hazen & Shaver's study.</p> <p>1 mark for each brief but relevant limitation eg people may have lied about their relationships, the sample was biased, culturally biased, the information about childhood relies on memory, questionnaire was not sophisticated enough to measure the quality of relationships, etc</p> | <p>1 x AO3 1 x AO3</p> | <p>Be careful not to double-credit overlapping responses eg 'biased sample' 'only done in one place' would overlap unless a clearer distinction was made eg gender bias versus cultural bias.</p> <p>Generic limitations pertaining to the questionnaire methodology are creditworthy.</p> <p>It is acceptable to export answers between the two 'parts' of this question.</p> |
| Section B Total | | [15] | |

SECTION C – SOCIAL PSYCHOLOGY

Obedience

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|---|
| 13 | <p>Following Orders</p> <p>Psychologists have found that people are more likely to obey in a very formal setting. Interestingly, these people often deny responsibility for their actions. They blame the person in authority instead.</p> <p>However, there are always some people who will refuse to follow orders.</p> <p>Using the source:</p> <p>(a) Identify the type of setting where people are more likely to obey.</p> <p>1 mark for '(very) formal'</p> | 1 x AO2 | |
| | <p>(b) State who people blame when they deny responsibility for their actions.</p> <p>1 mark for '(the person in) authority'</p> | 1 x AO2 | |
| | <p>(c) Give the phrase that is associated with defiance.</p> <p>1 mark for 'refuse to follow orders'</p> | 1 x AO2 | Because a specific phrase has been asked for do not allow variations of this response eg do not credit 'refusing to obey orders' nor 'refusing to follow commands', etc |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|--|
| 14 | <p>Bickman (1974) carried out an experiment into the effects of uniform on obedience.</p> <p>Describe the findings of Bickman's study.</p> <p>1 mark for each brief or basic statement relating to the findings eg 'participants obeyed people in uniform more', 'only 33% of people obeyed somebody when there was no uniform'</p> <p>Or up to 3 marks for a developed or detailed response eg 'the obedience rates were 89% when someone was in a guard uniform (1), 57% when someone was in a milkman's uniform and 33% when someone was in a civilian outfit (1) therefore the more authority a uniform has, the higher the obedience rates', 'obedience rates increased with authority as signified by a uniform (1) with the guard's uniform leading to more people obeying (1) than when the same confederate was simply dressed as a civilian (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 | <p>uniform. Give credit where the pattern of percentages is correct rather than the actual percentages.</p> <p>A creditworthy conclusion should relate to the power/authority of uniform (confederates were wearing) rather than the confederates themselves.</p> <p>Rule of thumb: 1 mark for guard being obeyed most/more 1 mark for comparison of obedience rates across different conditions 1 mark for a general conclusion/explanation</p> <p>NB Can accept a reference to a police uniform rather than a guard uniform.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|---------|--|
| 15 | <p>Identify <u>two</u> limitations of Bickman's study from the list below by ticking the relevant boxes.</p> <p>His research was culturally biased because it was only carried out in the USA. <input checked="" type="checkbox"/></p> <p>His experiment lacked ecological validity because it was in an artificial setting. <input type="checkbox"/></p> <p>His research was unethical because participants had not given their consent to take part. <input checked="" type="checkbox"/></p> <p>His research was unreliable because participants knew they were being observed. <input type="checkbox"/></p> <p>1 mark for each correctly ticked box as shown above.</p> | 2 x AO3 | For each additional box ticked above the 2 required, deduct 1 mark. |
| 16 | <p>Describe <u>one</u> application of psychological research into obedience.</p> <p>1 mark for identifying an area of application whether general (eg keeping order in institutions, encouraging people to obey the laws of society, challenging blind obedience) or specific (eg in prisons, getting soldiers to follow orders, following commands in an emergency situation)</p> <p>Plus 1 further mark for further detail/explanation of this area of application eg 'it is possible to keep order in prisons (1) by threatening rule breaking with punishment', 'to stop terrorists following orders to kill innocent civilians(1) you have to remove the person in authority (1)'</p> <p>Or plus 2 further marks for a more elaborate and sophisticated explanation with some reference to psychological research eg 'if pupils disobey their teachers (1) they must be seen to be punished (1) otherwise there is a possibility that other pupils may imitate their actions (1)'</p> | 3 x AO2 | <p>If no area of application identified then award no marks – this can an explicitly identified area or implicit eg candidate referring to inmates.</p> <p>If candidate offers more than one area of application (eg schools and prisons) then credit best response.</p> <p>Research refers to concepts/theory as well as studies.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|-------------|--|
| 17 | <p>Explain how dispositional factors have been used as a theory of obedience.</p> <p>1 mark for each brief statement relevant to dispositional factors eg references to authoritarian personality, irrelevance of situational factors, the role of family upbringing and/or nature.</p> <p>If full marks are to be awarded then description needs detail, coherency and accuracy.</p> <p>More than 1 mark can be awarded for a well developed description of a feature eg 'The theory is that an individual's personality will determine whether they are going to obey (1) not the situation they find themselves in (1)' eg 'It might simply be in some people's nature to be more obedient than others (1). This means that even if there is an opportunity for them to not follow rules it would go against their instinct to (1). In other words, they have highly developed conscience which operates independently of the influence of others (1)' eg 'Adorno suggested obedient people have authoritarian personalities (1). This would be due to a strict upbringing (1). The argument is that they displace their hostility towards their parents (1) onto others by expecting people to obey them but by also deferring to those in authority (1)'</p> | 4 x AO1 | Do not credit a list of traits unless they are explicitly related to obedience/defiance. |
| | Section C Total | [15] | |

SECTION D – COGNITIVE PSYCHOLOGY

Memory

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|---|
| 18 | <p>State what is meant by ‘encoding’ in memory.</p> <p>1 mark for a brief but accurate response eg ‘how information is represented’, ‘formatting’, ‘putting data in another form’, ‘converting visual data to images’, etc</p> | 1 x AO1 | <p>Be careful not to credit definitions of other stages eg input, storage.</p> <p>The idea of ‘processing’ is not enough; the candidate needs to imply some kind of change to data.</p> |
| 19 | <p>Describe the use of <u>one</u> memory aid.</p> <p>1 mark for identifying the memory aid whether explicitly or implicitly.</p> <p>1 further mark for outlining how the memory aid works.</p> <p>1 final mark for an elaborated description eg further detail on the memory aid, an illustrative example, a brief explanation of why it works, relating the memory to a relevant piece of research, etc.</p> <p>If more than one memory aid offered then credit the best description.</p> <p>If memory aid identified is different from that described then credit most marks possible.</p> <p>Memory aids may include use of imagery, mind-mapping, method of loci, use of cues, chunking techniques, etc</p> | 3 x AO2 | Rehearsal is an acceptable memory aid. |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|---------|---|
| 20 | <p>Terry (2005) carried out a study into the serial position effect in memory.</p> <p>Outline <u>one</u> limitation of Terry's study.</p> <p>1 mark for a brief or basic limitation eg 'lacks ecological validity', 'only commercials tested'</p> <p>Or 2 marks for a more elaborate, sophisticated response eg 'because conditions were artificial (1) the results lack ecological validity (1)', 'findings may lack construct validity (1) as only a narrow measure of memory was taken (1)'</p> | 2 x AO3 | <p>Limitations should be evaluative rather than descriptive eg do not credit 'he used a lab' but do credit 'labs are artificial'.</p> <p>Generic limitations pertaining to the methodology of lab experiments are creditworthy.</p> <p>It is acceptable to export answers between the two 'parts' of this question.</p> |
| 21 | <p>You Never Forget...</p> <p>Television advertisers use many techniques to prevent people forgetting about their product. Here are some examples:</p> <ul style="list-style-type: none"> • the advert is made distinctive • slogans are repeated again and again • slogans only contain a small amount of information • the product is presented many times within an advert • the advert shows situations that the viewer may find themselves in. <p>Using the source:</p> <p>(a) Give <u>one</u> technique used to prevent displacement.</p> <p>1 mark for 'slogans do not contain too much information (at once)' or similar responses</p> | 1 x AO2 | Generic response does not count as a similar response here. |
| | <p>(b) Give <u>two</u> techniques used to prevent decay.</p> <p>1 mark for 'slogans are repeated (again and again)' or similar response 1 mark for 'the product is presented a number of times' or similar response</p> | 2 x AO2 | Generic response does not count as a similar response here. |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|--|---|
| 22 | <p>Describe and evaluate the multi-store model of memory.</p> <p>AO1 marks for concepts such as: more than one store, stages of processing, attention, rehearsal, decay.</p> <p>AO2 marks for evaluation points such as: ignoring individual differences in memory function, over-emphasis on role of rehearsal, the possibility of more stores in memory.</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. 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>Naming two or more stores is worth 1 mark only.</p> <p>Showing the direction of information processing within the response is worth 1 mark.</p> <p>Credit up to 2 marks for a well labelled diagram but only if the diagram offers features which are not already described.</p> <p>Only credit description of the storage process not other stages of memory ie input, encoding, retrieval, output.</p> <p>Can credit descriptions of decay and displacement if they are in context (not enough to refer to decay for 1 mark, it needs to be linked to the requirement to rehearse for example).</p> <p>Do not credit the AO2 for the model being simple – the candidate needs to outline why the model is simple for credit.</p> <p>Award a maximum of 1 mark for listing key terms.</p> <p>Credit AO2 for evidence as long as it is used to support/refute the model.</p> |
| | Section D Total | [15] | |

SECTION E – INDIVIDUAL DIFFERENCES

Atypical Behaviour

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|---|
| 23 | <p>Diagnosing Phobias</p> <p>The following patients all have a phobia:</p> <p>Patient A has an extreme fear of spiders. Patient B has an extreme fear of heights. Patient C has an extreme fear of anything associated with her school. Patient D has an extreme fear of finding herself in embarrassing social situations.</p> <p>Using the source:</p> <p>(a) Give the letter of the patient who has been diagnosed with social phobia.</p> <p>1 mark for 'D'</p> | 1 x AO2 | |
| | <p>(b) Give the letter of the patient who has been diagnosed with acrophobia.</p> <p>1 mark for 'B'</p> | 1 x AO2 | |
| | <p>(c) Name the type of phobia that Patient A has been diagnosed with.</p> <p>1 mark for arachnophobia</p> | 1 x AO2 | <p>The spelling needs to be relatively accurate to distinguish this from other phobias – especially acrophobia.</p> <p>Do accept answers which are phonetically accurate.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|---------|--|
| 24 | <p>Outline what is meant by the term ‘atypical behaviour’.</p> <p>1 mark for a term/phrase that defines ‘atypical’ eg unusual, not normal, out of the ordinary</p> <p>2nd mark for an elaboration of the above eg an explanation but not another similar definition eg ‘it is an unusual (1) behaviour evident in only a small number of people (1)’</p> <p>or 2nd mark for a term that refers to ‘behaviour’ eg actions, doing things, traits eg ‘it’s when someone’s actions (1) are considered abnormal (1)’</p> | 2 x AO2 | <p>Do not credit a definition of ‘behaviour’ without having credited a definition of ‘atypical’.</p> <p>Do not credit ‘not typical’.</p> |
| 25 | <p>Watson & Rayner (1920) carried out an experiment into phobias on Little Albert.</p> <p>Outline the findings of their experiment.</p> <p>1 mark for each brief or basic statement relating to the findings eg ‘Little Albert learnt to have a phobia of rats’, ‘Little Albert associated a white rat with a loud bang’</p> <p>Or up to 3 marks for a developed or detailed (and accurate) response eg ‘after a number of trials (1) Little Albert developed a conditioned response of fear (1) when presented with a white rat (1)’, ‘the participant was classically conditioned (1) to have a phobia of rats (1) which also generalised to other similar stimuli such as white beards and rabbits (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 | <p>Responses need to make specific reference to Little Albert’s phobia (of rats/white furry objects) to gain full marks.</p> <p>Candidates should be using some technical terminology to earn full marks here.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|---|---------|---|
| 26 | <p>Give <u>two</u> limitations of Watson & Rayner's study.</p> <p>1 mark for each brief but relevant limitation eg 'caused distress', 'sample is too small', 'Little Albert was not able to give consent', 'the situation was too controlled', etc</p> | 2 x AO3 | <p>Limitations should be evaluative rather than descriptive eg do not credit 'It was controlled' but do credit 'It was too controlled'.</p> <p>Be careful not to double-credit overlapping responses eg 'unethical' and 'caused distress' would overlap unless a clearer distinction was made eg causing distress and inability to consent.</p> <p>It is acceptable to export answers between the two 'parts' of this question.</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|--|--|
| 27 | <p>Describe and evaluate <u>one</u> theory of atypical behaviour, such as phobias.</p> <p>NB Responses are likely to focus on the behaviourist (classical conditioning) explanation of phobias, but credit alternative theories eg evolutionary, psychoanalytic, social learning theory.</p> <p>NB Responses are highly likely to focus on phobias as an atypical behaviour but do credit alternatives eg other psychological disorders, deviancy, etc.</p> <p>AO1 marks for reference to theoretical concepts. For behaviourism this may include: classical conditioning, UCS, UCR, CS, CR, operant conditioning, etc</p> <p>NB To award 4 or more marks the description must be related to atypical behaviour in some way.</p> <p>AO2 marks for valid evaluation points. For behaviourism this may include: ignoring the role of heritability, ignoring the role of cognitive processes, the difficulties of unlearning atypical behaviours, etc.</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. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>4 – 7 marks: There is a description of one or more key concepts. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> | <p>5 x AO1 5 x AO2</p> | <p>Can credit 1 x AO2 for an elaborated example of how a particular phobia/atypical behaviour may have developed according to the theory.</p> <p>Can credit 1 x AO2 for a relevant treatment that relates to the theory described.</p> <p>Credit 1 mark for a classical conditioning diagram unless its contents are already described in which case credit the description. If diagram illustrates a phobia award 1 x AO2 for this.</p> <p>If the theory is contrasted with another within a statement this is worth 1 x AO2 eg 'Behaviourists believe phobias are learnt (AO1) rather than instinctive (AO2)'</p> <p>Be careful not to double credit similar ideas eg classical conditioning and learning by association, or learning and experience.</p> <p>In the case of classical conditioning, do not credit every key term referred to but instead credit each stage of classical conditioning with 1 x AO1.</p> <p>If the candidate does not apply theory to atypical behaviour (eg generally</p> |

| Question Number | Expected Answer | Marks | Rationale |
|-----------------|--|-------------|---|
| | <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 this can be credited as AO1 or AO2 depending on how it is used in the answer.</p> | | <p>describes classical conditioning) then maximum of 3 marks. If the reference to atypical behaviour is cursory then limit to Band 2. There should be a number of references to the chosen atypical behaviour for the essay to qualify for a mark in the top band.</p> <p>Evidence can be credited with AO2 (including Watson & Rayner) if it is used to support/refute a theory with some elaboration. NB Pavlov's experiment with the dogs is not relevant to atypical behaviour.</p> |
| | Section E Total | [20] | |

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