

Psychology

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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Section A – SOCIAL PSYCHOLOGY

Obedience

Question Number	Expected Answer	Marks	Rationale
1	<p>Answer the following questions about Bickman's (1974) study into obedience.</p> <p>(a) From the list below, identify the two types of uniform used in the study.</p> <p>Show your answer by ticking the relevant boxes.</p> <p>army uniform <input type="checkbox"/></p> <p>guard uniform <input checked="" type="checkbox"/></p> <p>milkman uniform <input checked="" type="checkbox"/></p> <p>postal worker uniform <input type="checkbox"/></p> <p>1 mark for each correctly ticked box as shown above.</p>	2 x AO1	For each box ticked above the two required subtract 1 mark.
	<p>(b) Give two of the orders that were given to participants in the study.</p> <p>1 mark each for any of the following:</p> <ul style="list-style-type: none"> • to pick up litter (or similar response) • to give a coin to stranger for parking (or similar response) • to stand on the other side of a bus stop pole (or similar response) 	2 x AO1	Similar responses should have some level of accuracy but do not have to reflect exactly what happened e.g. 'picking up something' is acceptable. 'lending money to someone' is acceptable, 'moving to another bus stop' is acceptable but eg 'putting a coin in a meter' is not acceptable (as this does not imply giving money away) eg 'move into the shop' is not acceptable as location too different from original.

Question Number	Expected Answer	Marks	Rationale
(c)	<p>Identify whether the following statement is true or false.</p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <p style="text-align: center;"> TRUE FALSE TRUE FALSE </p> <p>In Bickman's study, findings showed that participants were more likely to obey someone in a uniform rather than someone in civilian clothes.</p> <p style="text-align: center;"> TRUE FALSE </p> <p>1 mark for 'true'</p>	1 x AO1	If both responses circled then award no marks.
2	<p>Describe <u>one</u> limitation of Bickman's study.</p> <p>1 mark for a brief or basic response eg 'lack of control', 'culturally biased', 'it's unethical', 'too many extraneous variables'</p> <p>2 marks for a more elaborate, sophisticated response eg "it was culturally biased (1) as obedience was only tested in the USA (1)", 'it was unethical (1) because the participants could not have given consent (1)'</p>	2 x AO3	<p>Do not credit evaluative points which are essentially descriptive eg do not credit 'it was done outdoors' or 'confederates were all men'. The limitations of such features need to be explained to gain credit.</p> <p>Do not simply accept 'bias' as a limitation. The candidate has to identify the type of bias and/or qualify why it is biased.</p> <p>Marks are only available for one limitation. Do not award 2 marks for two separate limitations.</p>

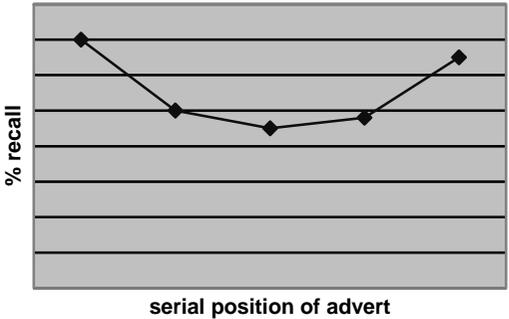
Question Number	Expected Answer	Marks	Rationale
3	<p>Look at the following diagram.</p> <p>Draw a line between two boxes to match the key concept to its definition.</p> <p>KEY CONCEPT</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Obedience</p> <p>Defiance</p> </div> <div style="width: 50%;"> <p>DEFINITION</p> <p>Following commands from someone in power.</p> <p>Not accepting responsibility for one's own actions.</p> <p>Resisting commands or not following instructions.</p> </div> </div> <p>1 mark for each correct match as shown above.</p>	[2]	For each additional line drawn above the two required, deduct 1 mark.

Question Number	Expected Answer	Marks	Rationale
4	<p>(a) Setting</p> <p>1 mark for a brief or basic response eg 'how familiar a setting is can affect obedience', 'people are obedient in schools', 'people obey more in formal settings'</p> <p>2 marks for a more detailed response eg 'the more formal a setting is (1), the more obedient people are (1)', 'I would obey more at school (1) than at home (1)', 'people obey more in a school (1) because it is more formal (1)'</p> <p>3 marks for a more elaborate, sophisticated response eg 'if the setting is not very formal (1) like when Milgram transferred his experiment from a university (1) to a downtown office then obedience rates go down (1)', 'if the setting is familiar (1) people may obey less than when it is unfamiliar (1) because they worry less about the consequences (1)', 'students are more obedient at school (1) than at home (1) because other students are also obedient (1)'</p>	3 x AO1	<p>Rule of thumb:</p> <p>1 mark for identifying a relevant setting i.e. one that would impact on obedience levels eg formal, school, prison, etc. 2nd mark for comparing this with an alternative setting and stating the impact this would have on obedience levels. 3rd mark for explaining why there would be a difference in obedience. However, if explanation is particularly detailed then can award more marks this way.</p> <p>To award full marks, candidate should demonstrate some level of explanation either through example or elaboration – otherwise limit to 2 marks.</p>
	<p>(b) Authority</p> <p>1 mark for a brief or basic response eg 'people obey police because they have authority', 'people obey more when the person giving orders has authority'</p> <p>2 marks for a more detailed response eg 'people obey police more (1) because they have the power to punish you (1)', 'we don't obey people with little or no authority (1) because there are no consequences (1)', 'pedestrians obey someone in uniform (1) more than civilians (1)'</p> <p>3 marks for a more elaborate, sophisticated response eg 'someone in a uniform will be obeyed more (1) than someone who is not in one (1) because the uniform signifies status and people do not want to risk being punished (1)', 'people obey authority figures more (1) because with authority comes the power to punish (1) and people want to avoid the negative consequences of defiance (1)'</p>	3 x AO1	<p>Rule of thumb:</p> <p>1 mark for identifying that authority (or a figure of authority) leads to more obedience. 2nd mark for identifying two figures (one with more authority) to allow this comparison to be made 3rd mark for an explanation of why authority leads to more obedience e.g. power to punish. However, if explanation is particularly detailed then can award more marks this way.</p> <p>NB It is acceptable for candidates to use</p>

				<p>the information from Q1(c) to help them to answer this question because it still requires them understand that uniform is a sign of authority.</p> <p>To award full marks, candidate should demonstrate some level of explanation either through example or elaboration – otherwise limit to 2 marks.</p>
			Section A Total	[15]

SECTION B – COGNITIVE PSYCHOLOGY

Memory

Question Number	Expected Answer	Marks	Rationale
5	<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>encoding output retrieval storage transfer</p>  <p>1 mark for each correctly placed response as shown above.</p>	4 x AO1	<p>If candidate writes more than one term in the box, then assess first placed one only.</p> <p>NB If candidate indicates correct answers in a different format eg drawing lines, redrawing boxes, then credit as normal.</p>
6	<p>The Terry Study</p> <p>Below are some of the findings from Terry's (2005) experiment. The graph shows a primacy and a recency effect.</p> 	4 x AO2	

Question Number	Expected Answer	Marks	Rationale
	<p>Using the source:</p> <p>Outline how the multi-store model would explain Terry's findings.</p> <p>Up to 2 marks for an explanation of the primacy effect eg 'there is time to rehearse information at the beginning of the list (1) so that it enters LTM (1)'</p> <p>Up to 2 marks for an explanation of the recency effect eg 'items at the end of the list are still stored in STM (1) because they have not decayed yet (1)'</p> <p>Credit can also be given for explanations of the poor recall in the middle of the list eg middle items get displaced/decay/lost through interference.</p>		<p>Do accept other terms for decay, displacement, rehearsal, etc - eg fading, pushed out, going over.</p> <p>Do not double credit the same idea expressed differently eg 'last items have not decayed from STM' is the same point as 'items have decayed from the middle'.</p> <p>No credit for description of multi-store model without reference to Terry's findings. In addition, candidates should only be explaining the findings presented in the source i.e. this does not include those from the condition with delayed recall.</p> <p>To award full marks, response should be coherent, accurate and detailed.</p>
7	<p>Give <u>one</u> limitation of Terry's experiment into the serial position effect.</p> <p>Credit any relevant limitation eg lack of ecological validity, only measured memory for commercials, demand characteristics, participant bias</p>	1 x AO3	<p>Do not credit description eg 'it was a lab experiment' only actual limitation eg 'it was an artificial environment'.</p> <p>Do not credit 'researcher bias' as this is too generic.</p> <p>If candidate identifies a specific extraneous variable, please check it could vary between conditions or participants eg familiarity of commercials is therefore acceptable but length/age of commercials is not.</p>

Question Number	Expected Answer	Marks	Rationale
8	<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	<p>Rule of thumb:</p> <p>1 mark for identifying levels of processing: deep/shallow, physical/acoustic/semantic – identifying one level is enough for this mark.</p> <p>2nd mark for outlining one or more of these levels of processing – through example or definition.</p> <p>3rd mark for identifying which level of processing improves or is detrimental to recall.</p> <p>NB Do not award full marks unless it is clear how memory is affected by levels of processing.</p> <p>The benefits of deep processing can be made implicit i.e. there is no need to refer to shallow processing (not even for full marks).</p>

Question Number	Expected Answer	Marks	Rationale
9	<p>Describe <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 is used/works.</p> <p>1 final mark for an elaborated description eg further detail on the memory aid, an illustrative example, an brief explanation of why it works, relating the memory to a relevant piece of research, etc.</p> <p>Memory aids may include method of loci, mind-mapping, chunking, imagery, cues, rehearsal, etc</p>	3 x AO2	<p>If more than one memory aid offered then credit the best description.</p> <p>Be careful not to award full marks unless there is some coherency to this response. Weak explanations are not automatically creditworthy as explanations eg mind maps should make reference to organisation/visualisation not just simple features such as colour.</p>
	Section B Total	[15]	

SECTION C – INDIVIDUAL DIFFERENCES

Atypical Behaviour

Question Number	Expected Answer	Marks	Rationale								
10	<p data-bbox="347 357 1043 389">Complete the following table of common phobias.</p> <table border="1" data-bbox="347 422 1126 699"> <thead> <tr> <th data-bbox="347 422 600 491">Type of Phobia</th> <th data-bbox="600 422 1126 491">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 491 600 560">Arachnophobia</td> <td data-bbox="600 491 1126 560">Fear of spiders</td> </tr> <tr> <td data-bbox="347 560 600 628">Social phobia</td> <td data-bbox="600 560 1126 628">Fear of embarrassment when in publ</td> </tr> <tr> <td data-bbox="347 628 600 699">School phobia</td> <td data-bbox="600 628 1126 699">Fear of being in school or attending sch</td> </tr> </tbody> </table> <p data-bbox="347 735 1272 767">Credit responses matching or similar to those in table (1 mark for each)</p> <p data-bbox="347 804 1317 868">NB The mark is for correctly identifying the stimulus rather than the idea of fear.</p>	Type of Phobia	Definition	Arachnophobia	Fear of spiders	Social phobia	Fear of embarrassment when in publ	School phobia	Fear of being in school or attending sch	2 x AO1	<p data-bbox="1556 357 2085 660">With social phobia, fear needs to relate to others/people/etc or an activity (eg talking, interacting) or feeling (eg being embarrassed) – eg credit ‘fear of being with others’, ‘fear of social contact’, ‘fear of eating in front of people’ but do not credit ‘fear of social situations’, ‘fear of social events’, ‘fear of interacting’ (but do credit ‘fear of interacting with <i>other</i>’).</p>
Type of Phobia	Definition										
Arachnophobia	Fear of spiders										
Social phobia	Fear of embarrassment when in publ										
School phobia	Fear of being in school or attending sch										

Question Number	Expected Answer	Marks	Rationale
11	<p>The Case of Little Albert</p> <p>Watson & Rayner (1920) conditioned an 11 month old baby to fear a white rat. They did this by pairing a white rat with a loud bang over a number of trials. Through classical conditioning, Albert learned to associate the two stimuli so that the white rat alone triggered a fear response.</p> <p>Using the source:</p> <p>(a) Identify the unconditioned stimulus.</p> <p>1 mark for (loud) bang (or loud noise)</p>	1 x AO2	Do not credit 'noise' alone. Do not credit if presented with UCR,CS,CR. Do credit even if not first listed answer eg 'bars being banged'
	<p>(b) Identify the unconditioned response</p> <p>1 mark for fear (or similar response eg being frightened, scared)</p>	1 x AO2	Do not credit if presented with UCS,CS,CR eg 'fear of loud noise' Do credit even if not first listed answer eg 'jumping with fear'
	<p>(c) Identify the conditioned stimulus.</p> <p>1 mark for (white) rat</p>	1 x AO2	Do not credit if presented with UCR,UCS,CR. eg 'fear of white rat' Do credit even if not first listed answer eg 'Santa Claus mask, rabbit, rat'
	<p>(d) Identify the conditioned response.</p> <p>1 mark for fear (or similar response)</p>	1 x AO2	Do not credit if presented with UCR,UCS,CS. Eg 'fear of white rat' Do credit even if not first listed answer eg 'crying/fear'
12	<p>Give <u>two</u> limitations of Watson & Rayner's study.</p> <p>1 mark for each relevant limitation eg artificial process, unrepresentative sample, ethical problems</p>	2 x AO3	It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response. Only award 2 marks if limitations are mutually exclusive.

				<p>NB Problems with sample counts as one limitation eg do not credit gender bias and age bias separately, do not credit sample too small and unrepresentative sample separately. However, ethical issues can be credited separately as long as there is no overlap eg 'unethical' and 'caused distress' would overlap so only 1 mark awarded.</p> <p>Do not credit descriptions eg 'it was done on one child' but do credit if evaluative eg 'it was <i>only</i> done on one child'</p>
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Question Number	Expected Answer	Marks	Rationale
13	<p>Watson & Rayner's study supported the behaviourist theory.</p> <p>Evaluate the behaviourist theory of atypical behaviour.</p> <p>1 mark for each brief, relevant evaluative comment, or up to 3 marks for one elaborated evaluative comments, or a combination of both.</p> <p>Evaluation points may focus on the role of biology, the role of cognitive processes, examples of indirect learning.</p>	3 x AO2	<p>NB Evaluation points can be positive as well as negative.</p> <p>Do award 1 mark for comments such as 'behaviourists believe phobias are learnt rather than innate' or 'behaviourist theory says phobias have not evolved' because this level of comparison is evaluative.</p> <p>Watson & Rayner and other relevant evidence can be credited as evaluation but the evidence must be used (eg findings related to theory, conclusions used to support theory) not simply quoted/referenced.</p> <p>To award full marks, it must be clear what feature of behaviourist theory is being evaluated. This is to avoid giving 3 marks for just describing an alternative theory. However, description of alternative theory/explanations can be awarded up to 2 marks even if the limitations of behaviourist theory are not being made explicit.</p>
14	<p>Describe one way in which behaviour therapy can be used to treat phobias.</p> <p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion. Do credit cognitive-behavioural methods as long as there is some reference to behaviour change.</p> <p>1 mark for identifying a behavioural technique, whether by name or by</p>	4 x AO2	<p>If more than one way is offered then credit highest scoring one.</p> <p>Do credit reference to cognitive changes as well as behavioural changes eg 'realising a situation is no longer fearful'.</p>

Question Number	Expected Answer	Marks	Rationale
	<p>outlining the technique eg 'you make the person face their worst fear'.</p> <p>Plus 1 mark for an outline or additional detail eg 'phobias can be treated by flooding patients (1) which means putting them in their worst possible situation (1)' or 'you can introduce things that people fear (1) and do this step by step making it worse and worse (1)'</p> <p>Or plus 2 marks for a more detailed outline or a developed response eg 'implosion therapy (1) involves phobics imagining their most feared situation (1) until the form a new association with it (1)'</p> <p>Or plus 3 marks for a developed and coherent response</p> <p>eg 'systematic desensitisation (1) involves building up an anxiety hierarchy (1) so you can gradually introduce a patient to the object they fear (1). The idea is that they gradually learn to be relaxed in the presence of the object (1)'</p> <p>eg 'if you immerse someone in their worst situation like putting an arachnophobic person in a room full of spiders (1) the theory is that the the body cannot maintain a high level of fear (1) and will eventually subside (1) so the patient forms a new association with spiders (1)'</p>		<p>Only award full marks if response is coherent, accurate and detailed. This includes making sure descriptions of therapies include key details eg for flooding, candidates need to make it clear 'worst possible situation' is used rather than simply a feared situation.</p>
	Section C Total	[15]	

SECTION D – DEVELOPMENTAL PSYCHOLOGY

Attachment

Question Number	Expected Answer	Marks	Rationale
15	<p>Observing Separation Protest</p> <p>A psychologist observed the following behaviours in a small group of infants</p> <p>Child W hardly noticed when her carers left the room and she carried on playing even when they returned..</p> <p>Child X was very distressed when his carers left the room and then was very demanding when they returned.</p> <p>Child Y was very depressed when her carers left the room and carried on being depressed when they returned.</p> <p>Child Z was upset when his carers left the room but soon settled down. He was pleased to see them when they returned.</p> <p>Using the source:</p> <p>(a) Give the letter of the child who shows an insecure-avoidant attachment. 1 mark for W</p>	1 x AO2	If more than one letter offered, assess first one only.
	<p>(b) Give the letter of the child who shows a secure attachment. 1 mark for Z</p>	1 x AO2	If more than one letter offered, assess first one only.
	<p>(c) Give the letter of the child who shows an insecure-ambivalent attachment. 1 mark for X</p>	1 x AO2	If more than one letter offered, assess first one only.

Question Number	Expected Answer	Marks	Rationale
16	<p>In the source, the psychologist used separation protest as a measure of attachment.</p> <p>Outline one other way in which a psychologist could measure attachment.</p> <p>1 mark for identifying 'stranger anxiety' as a measure and a further mark for an outline of how this would be done eg 'seeing how a baby reacts to a stranger' Or Up to 2 marks for a description of the measure which includes the introduction of a stranger (for 1 mark) and an explicit way of measuring anxiety (for 1 mark) eg 'introduce a baby to an unfamiliar person (1) and watch to see if they get upset or scared (1)'</p>	2 X AO2	<p>NB The answer must refer to the other measure as given by the specification i.e. stranger anxiety – no other ways of assessing attachment should be credited.</p> <p>If candidate refers to the phrase 'stranger anxiety' they do not have to be explicit about what is being measured just how (as anxiety has been given in their answer). However, if candidate does not use phrase they must be explicit about what is being measured (eg crying, distress, anxiety) as well as how (eg observation, levels of).</p>
17	<p>Describe <u>one</u> application of research into attachment.</p> <p>1 mark for identifying an area of application whether general (eg care of children) or specific (eg making sure parents can stay over with children in hospital). Application is likely to be childcare based, but credit other relevant examples eg relationship counselling, rehabilitation of abandoned children.</p> <p>Plus 1 mark for some elaboration on the application eg 'attachment research can be used in parenting classes (1) to show how parents can form healthy bonds with their children (1)'</p> <p>Or plus 2 marks for a more elaborated application eg 'parents can stay with children in hospitals now (1) because research has shown that young children may suffer despair (1) if separated from their parents for more than one week (1)'</p> <p>Or plus 3 marks for a well elaborated application eg 'There is a debate about whether nursery care (1) damages children because they are separated from their carers for long periods of time (1). Research into attachment can establish how carers can establish bonds with their children while still using nurseries (1) but also what nursery workers can do to compensate for the absence of the</p>	4 x AO2	<p>If candidate offers more than one area of application, then credit best response. However, please note, one area of application can be broad (eg hospitals) and therefore cover a number of practices which can all be credited eg skin-to-skin contact, visiting, parents staying over, etc.</p> <p>Marks can be awarded for explaining the idea behind practices/policies but this should be substantial i.e. not a simple statement of fact eg 'it improves attachment' or 'it helps with bonding'.</p> <p>For full marks. Response should be coherent, accurate and detailed.</p>

Question Number	Expected Answer	Marks	Rationale
	carer during the day (1).'		
18	<p>Describe and evaluate Bowlby's theory of attachment.</p> <p>AO1 marks for concepts such as: instinct, monotropy, critical period, maternal deprivation hypothesis, effects of privation.</p> <p>AO2 marks for evaluation points such as: ignoring the impact of learning on forming attachments, evidence for multiple attachments, the idea of a sensitive period rather than a critical period, the reversibility of the effects of maternal deprivation</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>Only credit description of effects of privation and deprivation (according to Bowlby) rather than crediting descriptions of the concepts.</p> <p>The term 'critical period' should not be credited by itself – candidate needs to demonstrate some idea of the concept to be awarded the mark. However, the timing of the critical period can earn a separate mark.</p> <p>The term 'monotropy' can be credited by itself as it only has one meaning in this context.</p> <p>Evidence can be used to earn AO2 marks but must be used to support/refute theory and not simply quoted/referenced.</p>
	Section D Total	[15]	

SECTION E – BIOLOGICAL PSYCHOLOGY

Sex and Gender

Question Number	Expected Answer	Marks	Rationale
19	<p>Evolutionary Gender Roles</p> <p>The theory of evolution states that males and females have developed differently to perform different roles. It argues that females have the instinct to care for children and to be sensitive to other people's needs. Meanwhile, males are naturally more aggressive so they can protect their family and fight for resources.</p> <p>Using the source:</p> <p>(a) Give <u>one</u> behaviour which is instinctive to females according to evolutionary theory.</p> <p>1 mark for 'childcare' or similar response, or for 'sensitivity (to others' needs)' or similar response.</p>	1 x AO2	Similar responses must relate to care and sensitivity and not other feminine roles/traits eg do not credit good verbal skills, homemaking.
	<p>(b) Give <u>one</u> reason why males are naturally more aggressive according to evolutionary theory.</p> <p>1 mark for 'so they can protect their family' or similar response, or for 'to fight for resources' or similar response.</p>	1 x AO2	Similar responses must relate to protection of family and fighting for resources and not other masculine roles/traits eg aggression, good visual spatial skills.

Question Number	Expected Answer	Marks	Rationale																		
20	<p>The table below gives examples of biological factors involved in sex differences. Complete the table to show whether each factor is associated with males or females.</p> <p>The first one is done for you as an example.</p> <table border="1" data-bbox="331 491 1088 1031"> <thead> <tr> <th data-bbox="331 491 633 571">Factor</th> <th data-bbox="633 491 860 571">Male</th> <th data-bbox="860 491 1088 571">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 571 633 651">Testes</td> <td data-bbox="633 571 860 651">✓</td> <td data-bbox="860 571 1088 651"></td> </tr> <tr> <td data-bbox="331 651 633 730">Oestrogen</td> <td data-bbox="633 651 860 730"></td> <td data-bbox="860 651 1088 730">✓</td> </tr> <tr> <td data-bbox="331 730 633 810">Testosterone</td> <td data-bbox="633 730 860 810">✓</td> <td data-bbox="860 730 1088 810"></td> </tr> <tr> <td data-bbox="331 810 633 922">XY chromosomes</td> <td data-bbox="633 810 860 922">✓</td> <td data-bbox="860 810 1088 922"></td> </tr> <tr> <td data-bbox="331 922 633 1031">XX chromosomes</td> <td data-bbox="633 922 860 1031"></td> <td data-bbox="860 922 1088 1031">✓</td> </tr> </tbody> </table> <p>1 mark for each correctly placed tick as shown above.</p>	Factor	Male	Female	Testes	✓		Oestrogen		✓	Testosterone	✓		XY chromosomes	✓		XX chromosomes		✓	4 x AO1	NB Do not give credit where there are two ticks on the same row.
Factor	Male	Female																			
Testes	✓																				
Oestrogen		✓																			
Testosterone	✓																				
XY chromosomes	✓																				
XX chromosomes		✓																			

Question Number	Expected Answer	Marks	Rationale
21	<p>Outline <u>two</u> criticisms of the biological theory of gender development.</p> <p>Up to 2 marks for each criticism depending on detail and sophistication of response.</p> <p>Criticisms may focus on the role of learning in gender development, individual differences within the sexes, changing gender roles over time/cultures, etc</p>	4 x AO2	<p>It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response.</p> <p>It is not appropriate to credit features of biological theory when presented alone (eg biological theory says gender is fixed by chromosomes) but such statements do become creditworthy if used as part of an evaluative point (eg gender roles can change over a person's life time (1) but biological theory says gender is fixed by chromosomes (1)'. In other words, it is permissible to highlight features of a theory as a means of criticising them.</p> <p>Do not credit the idea that biological theory does not explain atypical gender roles etc as this is not valid – biological theory does acknowledge the effects of atypical chromosome patterns, etc.</p> <p>Do credit the idea that biological theory is poor at explaining androgyny – especially its rise over generations.</p> <p>Please ensure criticisms pertain to gender development where full marks (per criticism) are to be awarded.</p> <p>Do not give credit for simply naming another theory eg 'it ignores social learning theory' – the theory needs to be</p>

Question Number	Expected Answer	Marks	Rationale
			<p>outlined as an alternative.</p> <p>Be wary of bland statements 'it is too simple', 'it is only one theory', 'it says gender is biological'. These do not receive credit unless explained.</p>
22	<p>Describe and evaluate Diamond & Sigmundson's (1997) study of gender development.</p> <p>AO1 marks for reference to features of the study, such as: the aim, the method, the background to the case, details of the participant, findings relating to behaviour over time, final conclusion of the case, etc AO3 marks for valid evaluation points such as: unrepresentative sample, delayed gender role re-assignment, confounding variable of twin brother, ethical issues, ecological validity, researcher bias, etc</p> <p>1 – 3 marks: There is a brief reference to one or more key features of the study. Key features may be described in simplistic 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 features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>8 – 10 marks: There is a description of the main features of the study which includes</p>	<p>5 x AO1 5 x AO3</p>	<p>Do not double-credit aim and conclusion in the description unless they are expressed in markedly different ways.</p> <p>It is permissible to credit description and evaluation points which relate more to Money's handling of the case (as well as Diamond & Sigmundson's) but the candidate should not be allowed to misattribute features to either researcher(s) eg claiming Diamond & Sigmundson supported the role of environment in gender development.</p> <p>If ethical problems are to be credited (for AO3) they should relate to the conduct of the study (probably Money's conduct) and not to the process of gender reassignment – which was a parental decision not a research idea.</p> <p>Only credit evaluation points which pertain to the study not to an approach (eg biological) generally.</p>

Question Number	Expected Answer	Marks	Rationale
	procedure and findings. 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.		
	Section E Total	[20]	

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