

# **Psychology**

General Certificate of Secondary Education

Unit **B542**: Studies and Applications in Psychology 2

## **Mark Scheme for January 2012**

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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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**Annotations**

- ✓ = Correct response
- ✗ = Incorrect response
- ? = Unclear/needs explanation
- ↓ = Banded down
- BOD** = Benefit of doubt
- NBOD** = No benefit of doubt
- EXP** = Expansion of a point
- IRRL** = Irrelevant
- E** = Evaluation
- KU** = Knowledge and understanding
- VG** = Vague
- / = Separate part of response
- λ = Something missing from response

Highlighting is also available to highlight any particular points on the script.

**Questions 18 and 22 should be annotated with KU and E to show the allocation of AO1 and AO2/3 marks respectively. Please also use downward to show when a response has been banded.**

**Subject-specific Marking Instructions**

Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>1 mark for each correctly ticked box as shown below;</p> <p>brain dysfunction <input checked="" type="checkbox"/></p> <p>facial features <input checked="" type="checkbox"/></p> <p>heritability <input checked="" type="checkbox"/></p> <p>nurture <input type="checkbox"/></p> <p>reinforcement <input type="checkbox"/></p> <p>role model <input type="checkbox"/></p>	3	<p>Subtract 1 mark for each additional box ticked over the 3 required.</p>	<p>3 x AO1 (F-G) (F-G) (F-G)</p>
2	(a)	<p>1 mark for a brief or basic response eg 'crime is different all over the world', 'a dictionary definition would make everyone a criminal'</p> <p>2 marks for a more developed and detailed response eg 'there is not a universal definition of crime (1) because it depends on cultural norms (1)', 'what is a crime depends on point in time (1) for example fox hunting is illegal now but did not used to be last century (1)', 'we often think of criminals as being a minority (1) but in fact most people admitting to committing some form of crime (1)'.</p>	2	<p>Accept responses which are making an implicit comparison with a legal definition of crime eg 'is it better to define crime only when a behaviour is intentional?'</p> <p>NB It is acceptable to credit an example as part of the response.</p>	<p>2 x AO2 (A*-B) (C-E)</p>
	(b)	<p>1 mark for a brief or basic response eg 'people don't report crimes', 'the police may not record all crimes', 'people don't always know they have been a victim of crime'</p> <p>2 marks for a more developed and detailed response eg 'people don't report crimes (1) because of fear of reprisal (1)', 'measures may be unreliable (1) because police do not always record crimes (1)', 'people don't always know they have been a victim of crime (1) for example if £10 is stolen from their purse they may just think they have lost or spent it (1)'.</p>	2	<p>NB It is acceptable to credit an example as part of the response.</p>	<p>2 x AO2 (C-E) (F-G)</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		Credit 1 mark for each relevant feature of the study eg aim (to investigate the heritability of criminal behaviour), sample (14000 Danish adoptees), method (comparing criminal records of adoptees with those of biological parents and adoptive parents), findings (adoptees most likely to have a criminal record if both biological and adoptive parents did), conclusion (biological parents had largest influence on likelihood of criminal behaviour in sons).	4	To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage. NB Do not credit details given in the question ie aim as stated.	4 x AO1 (A*-B) (C-E) (C-E) (F-G)  If full marks are to be awarded then description needs accuracy, detail and coherency.
4		1 mark for each brief or basic response eg 'Punishment stops offenders committing crimes again', 'Rehabilitation works on the basis you can change a criminal's behaviour', 'People are less likely to commit crimes if they see others being punished', etc Up to 4 marks can be given for a detailed and developed response eg 'Research shows that prison can act as a deterrent for others (1). This is based on the principles of social learning (1). If people see if criminals getting away with offending (being rewarded) then they are more likely to copy the offence (1). However, if criminals are seen to be punished then there is less chance of others doing the same reducing crime over all (1)'.	4	More than one application can be covered.  If only (relevant) research is quoted with no application to crime then credit a maximum of 1 mark.  If applications are general rather than specific to crime then credit a maximum of 1 mark.  If candidate simply lists techniques eg punishment, rehabilitation, etc then a maximum of 1 mark.  If candidate uses the idea of learning by consequences ie punishment and/or reward credit a maximum of 1 mark	4 x AO2 (A*-B) (A*-B) (C-E) (F-G)  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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>unless candidate clearly elaborates on each one.</p> <p>Do accept counselling as a way of reducing crime but to go beyond 1 mark, concepts of counselling need to be clearly and explicitly applied to changing criminal behaviour.</p> <p>There must be some evidence of explicit psychological content to award full marks.</p>	
			<b>Section A Total</b>	<b>15</b>		

Question			Answer	Marks	Guidance	
					Content	Levels of response
5	(a)		1 mark for 'Ben'	1	Accept first answer only.	1 x AO2 (F-G)
	(b)		1 mark for 'Rachel'	1	Accept first answer only.	1 x AO2 (C-E)
	(c)		1 mark for 'Mark'	1	Accept first answer only.	1 x AO2 (F-G)
6			1 mark for the idea that stages occur in a fixed/set order 1 mark for recognising that stages are determined by age (which is why they are fixed)	2		2 x AO1 (A*-B) (C-E)

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>1 mark for each correctly matched pair of boxes as shown below.</p>	3	For each additional line drawn over the 3 required, subtract 1 mark.	3 x AO1 (C-E) (F-G) (F-G)

Question			Answer	Marks	Guidance	
					Content	Levels of response
8			1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a combination of both. Evaluation points may focus on the descriptive (rather than explanatory) nature of the theory, the idea that stages may not be as rigid as proposed, cultural bias, the idea that thinking is also dependent on social context, etc.	4	Evaluation points can be either negative or positive.  Candidates can be credited for reference to evidence but it needs to be used effectively to support or challenge Piaget's theory.	4 x AO2 (A*-B) (A*-B) (C-E) (F-G)
9			1 mark for identifying one way in which the education of children has been influenced by psychological research eg teaching in age groups, use of key stages, active learning, scaffolding, spiral curriculum, etc Further marks (depending on detail) for explaining how psychological research has influenced this process and/or a description/explanation of the process. Eg 'Scaffolding is used within the classroom (1) where a teacher or another adult supports the child by providing the 'building blocks' to take the child's thinking on to the next level (1) thus recognising their zone of proximal development (1)'. '	3	If more than one way/process offered then credit one that earns the most marks.  If a process is not explicitly identified it is still possible to award full marks.  Do not credit responses which simply state teachers/schools know what to teach at different ages/stages – there needs to be some elaboration eg through use of example or relating to concepts like readiness – to begin to earn marks.	3 x AO2 (A*-B) (A*-B) (A*-B)
<b>Section B Total</b>				<b>15</b>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
10	(a)	1 mark for '(Dr) Black'	1	Accept first answer only.	1 x AO2 (F-G)
	(b)	1 mark for '(Dr) Green'	1	Accept first answer only.	1 x AO2 (F-G)
	(c)	1 mark for reference to 'advertising', or for reference to 'audience' (but in the context of a logical sentence)	1		1 x AO2 (F-G)
11		<p>1 mark for each brief or basic statement relating to the findings eg 'familiar objects were easier to judge', 'experience does affect perception', 'participants perceived standard sized objects better'.</p> <p>Or up to 3 marks for a developed or detailed response eg 'where participants had experience (1) of objects being a standard size (eg milk bottles) they judged the distance of them better (1) than objects whose size could vary (eg Christmas trees) (1)'.</p>	3	<p>Rule of thumb: 1 mark for identifying DV (estimate of distance) 1 mark for identifying IV (at least two of the groups of objects) 1 mark for a conclusion eg role of experience/top-down processing, supporting constructivist theory</p> <p>It is acceptable to credit diagrams which illustrate the findings but these are unlikely to be awarded full marks on the basis that a description is required.</p>	<p>3 x AO1 (A*-B) (C-E) (F-G)</p> <p>Some level of coherency is required for full marks.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
12		<p>1 mark for a brief or basic limitation eg 'the sample was small', 'they only used students', 'the setting was unusual', etc.</p> <p>2 marks for a more developed and detailed limitation eg 'they only used students (1) making it difficult to generalise (1)', 'the task was artificial (1) and therefore did not really relate to real-life (1)', 'what is a familiar object is essentially subjective (1) so it is difficult to reliably test the role of experience in perception (1)', 'the findings can be seen as culturally biased (1) because it may not generalise to people who have grown up in a different environment from the one tested who may use depth cues differently (1)'</p>	2	<p>If more than one limitation offered then credit best one.</p> <p>NB Even if no marks have been awarded for Q11 (eg NR, incorrect findings, wrong study, etc) do credit valid evaluation that pertain to the Haber &amp; Levin study.</p>	2 x AO3 (C-E) (F-G)

Question		Answer	Marks	Guidance	
				Content	Levels of response
13		<p>1 mark for outlining what is sensed in one or more illusions</p> <p>1 mark for outlining what is perceived in that or those illusions</p> <p>1 mark for explicitly stating how this shows a difference.</p> <p>eg 'ambiguous figures can only be sensed in one way (1) yet can be perceived in two or more ways (1) therefore if sensation and perception were the same thing then this would not be mathematically possible (1)'.</p> <p>eg 'Kaniza's triangle works because we perceive something (1) which is not actually there in terms of sensation (1) so this shows that perception is a different process to sensation because it essentially creates something out of nothing (1)'</p> <p>eg 'geometric illusions play tricks on the mind in the sense that we perceive lines that are different in length (1) but on the back of the eye we sense lines of the same length (1) – if sensation and perception were the same process then we would expect the lines to appear the same in both cases (1)'.</p>	3	<p>Do not simply credit descriptions of drawings of illusions unless they are used to demonstrate the distinction between sensation and perception.</p> <p>Credit 1 mark if the candidate shows some knowledge of what is sensed and what is perceived in an illusion but does not express this clearly enough for 2 marks.</p> <p>NB It is permissible to award 1 mark (or an additional mark) if the candidate makes a clear distinction between the process of sensation and the process of perception.</p> <p>NB Do not credit responses which simply reiterate the content of the question eg 'illusions are a mismatch between sensation and perception'</p>	<p>2 x AO1 1 x AO2 (A*-B) (A*-B) (A*-B)</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
14		<p>For each depth cue offered;</p> <p>1 mark for identifying the cue, either by name (ie superimposition, height in plane, relative size, texture gradient, linear perspective) or by description Plus 1 mark for applying it to the stimulus</p> <p>eg 'the nearer umbrellas appear bigger than the ones in the distance (1) due to relative size (1)' eg 'more distant objects are perceived less clearly (1) –</p> <p>this can be seen with the cobbles on the street as they appear smoother and less defined in the distance (1)' eg 'the man at the front of the picture is just in front of his wife (1) because his arm superimposes her's (1)'.</p>	4	<p>The cues must be applied to the picture to earn both marks in each case. A description of the cue does not compensate.</p> <p>Be careful not to credit mere reference to the picture – the response should explain which features of the picture are nearer/further.</p> <p>If the depth cue explained is mis-named, then ignore the name and credit the explanation accordingly. This may still earn two marks if the explanation describes the appropriate depth cue whilst also applying it in a distinct way.</p> <p>Examiners need to be aware that an explanation may be continued in the 2<sup>nd</sup> part of the response and can receive credit accordingly. Examiners may identify two explanations across the whole response and this can be awarded full marks where coherent. However, any one explanation should earn no more than 2 marks.</p>	4 x AO2 (C-E) (C-E) (F-G) (F-G)
<b>Section C Total</b>			<b>15</b>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
15	(a)	1 mark for 'Luke'	1	Accept first answer only.	1 x AO2 (F-G)
	(b)	1 mark for 'Chris'	1	Accept first answer only.	1 x AO2 (F-G)
	(c)	1 mark for a brief but accurate response eg a part of personality, a quality, a psychological feature, a behavioural characteristic.  NB There must be a sense that a trait is something psychological.	1	Do not credit examples of traits on their own, but an example may demonstrate that feature/characteristic is psychological rather than physical and can help to gain credit.	1 x AO1 (C-E)
16		1 mark for each brief or basic statement relating to the procedure eg 'use of questionnaire', 'sample was pre-adolescents', 'comparing pet owners and non-pet owners', 'measured attachment to pets', etc Or up to 3 marks for a developed or detailed response eg 'pet owners and non-pet owners (1) were interviewed (1) to assess a number of measures: self concept, autonomy and attachment to pets (1)'.  The response must have some coherency to be awarded full marks.	3		3 x AO1 (C-E) (F-G) (F-G)  The response must have some coherency to be awarded full marks.
17	(a)	1 mark for circling 'true'	1	No marks if both options circled.	1 x AO3 (F-G)
	(b)	1 mark for circling 'false'	1	No marks if both options circled.	1 x AO3 (F-G)
	(c)	1 mark for circling 'true'	1	No marks if both options circled.	1 x AO3 (F-G)

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		AO1 marks for concepts such as the importance of the individual, the focus on uniqueness, role of free will, process of self-actualisation, role of unconditional positive regard, references to self-esteem, etc.	6	<p>If candidate describes the counselling process (for whole answer) then credit as far as it illustrates the features of humanistic theory. However, do not award more than 4 marks for this type of answer as strictly speaking it is describing an application rather than a theory.</p> <p>NB Only credit evaluation if it adds to the <i>description</i> of the theory.</p>	<p>6 x AO1 (A*-B) (A*-B) (C-E) (C-E) (F-G) (F-G)</p> <p>5-6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept. 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>3-4 marks: There is description of at least one key concept. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.</p> <p>Quality of written communication is at least satisfactory, using some psychological terms.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1–2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical.</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>
			<b>Section D Total</b>	<b>15</b>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
19		<p>1 mark for each correctly placed term as shown below;</p> <p>“Social learning theory states that non-verbal communication is learnt from <b>observed</b> behaviour. If this behaviour is <b>reinforced</b> then it is more likely to be <b>imitated</b>. “</p>	3		3 x AO1 (A*-B) (C-E) (F-G)
20		<p>For each criticism;</p> <p>1 mark for a brief or basic response eg ‘NVC may not be learned’, ‘it cannot explain universal behaviours’, ‘frowning and other negative behaviour gets punished’, etc.</p> <p>Or 2 marks for a more developed and detailed response eg ‘it does not explain how two siblings can have quite different ways of communicating non-verbally (1) despite being raised in very similar environments (1)’, ‘if non-verbal communication is the product of cultural experiences (1) then we might expect fewer examples of universal facial expressions and body language (1)’, ‘frowning and other negative behaviour get punished (1) yet still persist suggesting an instinctive process (1)’.</p>	4	<p>It is not necessary for criticisms do be explicitly related to non-verbal communication to receive full credit.</p> <p>Be careful not to double-credit similar points or overlap between points.</p> <p>If a candidate gives a description alone (eg ‘SLT states that NVC is learnt through observation) then award 0 marks. However, if this is then used to raise a criticism then it can be back-credited (eg SLT states that NVC is learnt through observation (1) but doesn’t explain why blind children use facial expressions and certain body language (1)’</p> <p>Do not credit the following attempts at criticism;</p>	4 x AO2 (A*-B) (C-E) (C-E) (F-G)

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> <li>stating certain processes do not happen eg 'people may not observe body language', 'we do not necessarily imitate facial expression', etc</li> <li>using word 'only/just' in conjunction with features of the theory eg 'it only looks at the environment', 'SLT justs talks about observation and imitation' – however such statements can be back-credited if related to explicit criticism</li> <li>stating that SLT ignores other theories (whether specific or in general) – unless it explains further what is ignored or how it ignores other theories</li> <li>making bland statements including the theory is too simple/too vague/too inaccurate etc</li> </ul>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
21		<p>1 mark for identifying an area in which social skills training may be used (eg rehabilitation of offenders, customer service training, managing conflict) or for a specific technique (eg modelling, practice).</p> <p>Further marks (depending on detail) for description and/or explanation of the chosen area/technique.</p>	3	<p>If an area of application is focused on, there must be some explanation of how social skills training helps to change behaviour for full marks. Do not credit an outcome alone – there needs to be some detail on the technique that precedes it.</p> <p>If a technique is chosen, there must be some explanation of how it works for full marks.</p> <p>If a response combines one specific area and one specific technique than either level of explanation is acceptable for full marks.</p> <p>Examiners need to be aware that a criticism may be continued in the 2<sup>nd</sup> part of the response and can receive credit accordingly. Examiners may identify two criticisms across the whole response and this can be awarded full marks where coherent. However, any one criticism should earn no more than 2 marks.</p>	<p>3 x AO2 (A*-B) (A*-B) (C-E)</p> <p>There must be some level of coherency for full marks to be awarded.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
22		<p>AO1 marks for reference to features of the study, such as: the aim in relation to cross-cultural research, features of the sample, use of emoticons as stimuli, controls used (eg same facial expressions), measures (how faces rated), results (specific or general), conclusion.</p> <p>AO3 marks for valid evaluation points such as: artificiality of setting, limitations of using emoticons, bias in sampling, lack of construct validity in measurement of dependent variable.</p>	10	<p>1 x AO3 mark should be awarded for each distinct evaluative point but a well developed point could earn 2 or more AO3 marks.</p> <p>Do not credit cultural bias as a valid evaluation point.</p> <p>If candidates present findings as a graph then this is creditworthy and can be worth up to 2 marks if both detailed and accurate (including labelling).</p> <p>If findings are muddled (ie Americans focus on eyes, Japanese focus on mouths) then credit maximum 1 mark rather than usual 2.</p> <p>It is acceptable to credit a description of the study which includes the use of real photographs as well as or instead of the emoticons.</p>	<p>5 x AO1 5 x AO3 (A*-B) (A*-B) (A*-B) (A*-B) (C-E) (C-E) (C-E) (F-G) (F-G) (F-G)</p> <p>8–10 marks: There is a description of the main features of the study which includes procedure and findings. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are 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. Meaning is communicated clearly.</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.</p> <p>Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Meaning is communicated.</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.</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>
			<b>Section E Total</b>	<b>15</b>		

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