

Mark Schemes for the Components

June 2006

1989/MS/R/06

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

Psychology (1989)

MARK SCHEMES FOR THE COMPONENTS

Unit	Content	Page
1989/01	Paper 1 (Foundation)	1
1989/02	Paper 2 (Foundation)	9
1989/03	Paper 3 (Higher)	21
1989/04	Paper 4 (Higher)	29
*	Grade Thresholds	41

Mark Scheme 1989/01
June 2006

Section A
Social Psychology

Source A: Environmental and Behaviour

There are different ways of claiming territory e.g. a coat over the back of a chair, a towel on a sunlounger, or a name on a door. They are all ways of claiming territorial ownership. Two psychologists observed ways of claiming territory. They found that gangs used graffiti to mark out their territory. If gangs invaded each other's territory they paint sprayed their name over the rival gang's.

1 (a) From the source, identify how the gangs claimed their territory. [1]

Paint spraying their name over rival name.

(b) From the source, identify **one** other example of how people claim territory. [1]

Coat over chair/towel on sunlounger/door name plate.

2 (a) In the table below draw **three** lines matching the type of space with the correct description. [3]

Types of space		Description
Primary	 	A space which belongs to everyone and is occupied on a first-come-first-served basis.
Public	 	A type of territory which is shared with others but still regarded in a sense as being 'yours'.
Secondary	 	A type of territory which is owned on a relatively permanent basis.

(b) Give **one** everyday example of each type of territory:

PRIMARY e.g. bedroom/house [1]

SECONDARY e.g. office/classroom [1]

PUBLIC e.g. pub/public bench/café table/beach [1]

- 3 (a) Explain what is meant by the term personal space.
“The emotionally charged bubble of space which surrounds each individual”.
1 – 2 marks depending on the detail of the explanation. [2]
- (b) Describe cultural differences regarding personal space.
Contact v non-contact cultures/received norms of interpersonal distances.
1 mark: bald phrase.
2 marks depending on development and detail. [2]
- 4 From your **study** of environmental psychology, describe **one** study into the invasion of ‘personal space’.
- 1 mark study is just discernible from description or only one point is made about the study e.g. the method used, sample used, one of the main findings.
- 2 marks A brief or basic description of a study showing some knowledge of methodology and/or findings.
- 3 marks A brief or more detailed description of a study showing some knowledge of methodology and/or findings.
- 4 marks A detailed description of a study which shows knowledge of how the study was conducted and its main findings/conclusion [4]
- 5 Identify **two** ways in which people protect their personal space.
From: avoidance of eye contact/use of buffer/body alignment etc.
1 mark for each. [2]

Section total: 18 marks

Section B
Behavioural Psychology

Source B: Phobias

Psychologists carried out research with 3-year-old Petra. Petra had a fear of rabbits. The psychologists tried to remove Petra's fear. They presented her with her favourite sweets (pleasant stimulus) and the rabbit (feared object) at the same time. Over a number of sessions, the rabbit was brought closer and closer to Petra and eventually she lost her fear.

6 From the Source, what was Petra's problem?

A fear of rabbits. **[1]**

7 From the Source, what was the pleasant stimulus?

Her favourite sweets. **[1]**

8 Select a term from the list below and write it next to the best definition.

extinction conditional stimulus reinforcer unconditional stimulus

Definition		Term
anything that strengthens the behaviour or increases the frequency of a response		reinforcer
any stimulus that causes a response		unconditional stimulus/conditional stimulus
when a conditional response to a stimulus no longer occurs		extinction

[3]

9 (a) What do psychologists mean by the term 'phobia'?

An irrational or persistent fear of an object/experience/situation.

1 – 2 marks depending on how developed the definition is.

1 mark for 'fear of'

2 marks for adding 'irrational, persistent' etc

[2]

(b) Name **three** phobias.

Accept categories, technical terms or just common named phobias.

1 mark for each of three correct phobias.

[3]

10 Explain **two** general problems psychologists face when using children in research.

Allow ethical & practical problems.

E.g. parental consent/avoidance of distress/right to withdraw etc.

1 – 2 marks for each depending on development of answer.

[4]

11 Describe **one** cause of phobias.

Answers expected: psychoanalytic or social learning explanations/classical conditioning.

1 – 2 marks for brief undetailed common sense explanation.

3 – 4 marks for informed, detailed, accurate explanation, needs reference to theory (jargon etc) for full marks

[4]

Section total: 18 marks

Section C
Developmental Psychology

Source C: Cognitive development

A psychologist disagreed with Piaget that young children are egocentric. Using a toy farm, she asked 5-year-old children to hide a sheep in a place where cows could not see it. 85% of the children were able to do this. This shows that they were able to see from the point of view of the sheep.

- 12** From the Source, what was the age of the sample?
5-years-old [1]
- 13** From the Source, what percentage of the children managed the task set?
85% [1]
- 14** Explain the following terms from Piaget's theory.
- 1 **OBJECT PERMANENCE**
A child's understanding that although it can no longer see an object it still exists.
1 – 2 marks depending on development of answer.
Credit answers that show lack of object permanence. [2]
 - 2 **CONSERVATION**
The understanding that something stays the same even though the appearance changes.
1 – 2 marks depending on the development of answer. [2]
 - 3 **EGOCENTRISM**
Seeing the world only from one's own perspective.
1 – 2 marks depending on development of answer. [2]

- 15 Draw a line between descriptions and stages in Piaget's theory of cognitive development (one is already done for you).

Description		Stage
Thinking can be applied only to physical objects.		Pre-operational
Beginning to understand the world through reflexes and what can be seen and felt.		Concrete
The child begins to use symbols, signs or objects to represent things.		Sensorimotor
The ability to reason in abstract terms.		Formal operational

- 16 Explain **one** criticism of Piaget's research methods.

From: disembodied tasks/no reference to social world/difficult tasks/repeated questions/limited sample etc.

1 – 3 marks depending on the detail and logic of the answer.

[3]

- 17 Describe **one** research study which criticised Piaget's theory of cognitive development.

Full marks for accurate description of study without reference to Piaget.

E.g. Rose and Blank – McGarrigle and Donaldson etc.

1 mark max. if using source study

1 – 2 marks sketchy undetailed account.

3 – 4 marks accurate detailed account.

[4]

Section total: 18 marks

Section D
Social Psychology

Source D: Social Influence

Hofling studied obedience in a field experiment in hospitals. 22 nurses were told by a doctor, by telephone, to give an injection to a patient at more than the total daily dose. 21 out of 22 nurses went to carry out the instruction, breaking a number of rules, e.g. not acting on telephoned instructions, and always only giving the correct medication.

- 18** From the Source, identify **two** rules which nurses broke in Hofling's research.
- 1 Do not act in response to a telephoned instruction. [1]
 - 2 Always give the patient the recommended dose. [1]
- 19** Describe **one** advantage of real life studies.
- High ecological validity /low demand characteristics/easy & cheap
- 1 mark for a bald statement and 2 for a more developed answer. [2]
- 20** Explain **two** ethical problems with research in real life settings. (2 marks each)
- Intrusion, privacy, lack of consent, no debriefing, no chance to withdraw, observation in public place only.
- 1 mark for bald statement.
2 marks for more developed answer. [4]
- 21 (a)** Describe and evaluate research into conformity. [12]
- 1 – 8 marks for description of research
(Max marks for one developed/accurate study on two less well developed studies)
- 9 – 12 marks for description and evaluation.
(Evaluation for research generally or for specific evaluation of studies mentioned.)
- 4 marks for one well developed evaluation point or two or more less well developed points
- If evaluation is appropriate it can be credited even if it is wrongly referenced (but must be within social influence area).

Written Communication [6]

Section total: 26 marks

Mark Scheme 1989/02
June 2006

- 4 Kohlberg also developed a stage theory of moral development. He stated that people can move through three stages of morality.

Select which of the three stages is being described in the table below.

Choose from

- pre-conventional
- conventional
- post-conventional.

Write your answers in the table.

4 x A01

The first two are done for you as examples.

STAGE	DESCRIPTIONS
Post-Conventional	People recognise laws are important but may need to be changed.
Conventional	People's morals are based on the approval of others.
<i>Pre-Conventional</i>	People see morality in terms of punishment.
<i>Pre-Conventional</i>	People see morality in terms of rewards.
<i>Post-Conventional</i>	People base morality on universal principles not necessarily the law.
<i>Conventional</i>	People's morality is based on respect for law and order.

1 mark for each correct answer in the table.
Accept references to just "post" and "pre".

- 5 Kohlberg used a *longitudinal study* to test his theory.

- (a) Outline what is meant by a *longitudinal study*.

2 x A01

1 mark for some reference to "time"

1 mark for some reference to the "same" participants/people

- (b) Suggest **one** problem of using a longitudinal study.

2 x A02

1 mark for a brief or simple response referring only to time e.g. "it takes a long time to do"

2 marks for a more detailed/sophisticated response e.g. "participants drop out over time", "it is expensive to carry out research over a long time"

- 6 Describe the social learning (behavioural) theory of moral development.

4 x A01

1 mark for brief statement e.g. "SLT believes morals are learnt"

or 2-3 marks for increasing detail/accuracy/explanation

or 4 marks for a detailed response, including appropriate terminology

e.g. observation, imitation, role models, (vicarious) reinforcement

Only award full marks if there is some reference to morality.

Source B: Perception

Geoff and Fiona were discussing whether they needed to buy a stair gate for their eight month old son Charlie to stop him trying to go downstairs.

Geoff had read in a magazine that babies younger than Charlie could perceive depth, almost from birth.

“So we don’t need a stair gate”, Geoff decided, “as Charlie will be too scared to crawl over the top of the stairs. It’s in a child’s nature”.

Fiona disagreed. She said, “Children need to learn about depth through experience”. She didn’t want Charlie to learn about depth by falling downstairs!

“Put it this way”, she added, “you wouldn’t let Charlie crawl around by a cliff edge!”

7 From the Source,

- (a) State the type of perception that Fiona said children need to learn about. (1)

1 x A02

1 mark for “depth” or “depth perception”

- (b) Give the name of the parent who supports the role of nature in perception. (1)

1 x A02

1 mark for “Geoff” or identifiable characteristic e.g. “the father”, “the man”

8 (a) Explain the advantage of using infants to study the nature/nurture debate.

2 x A02

1 mark for a brief explanation e.g. “infants have not really been nurtured”

2 marks for a more detailed/sophisticated explanation e.g. “infants have had few experiences (1) so mainly rely on their nature (1)”

- (b) Outline **one** infant study that has been carried out into perception.

4 x A01

1 mark: The study is just discernible from the description or only one point is made about the study e.g. method used, the sample used, one of the main findings.

2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings.

3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings.

4 marks: A detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s).

Responses may include studies by Gibson & Walk (depth), Fantz (pattern recognition), Bower (constancies)

Full credit can be given even if the study is not properly identified.

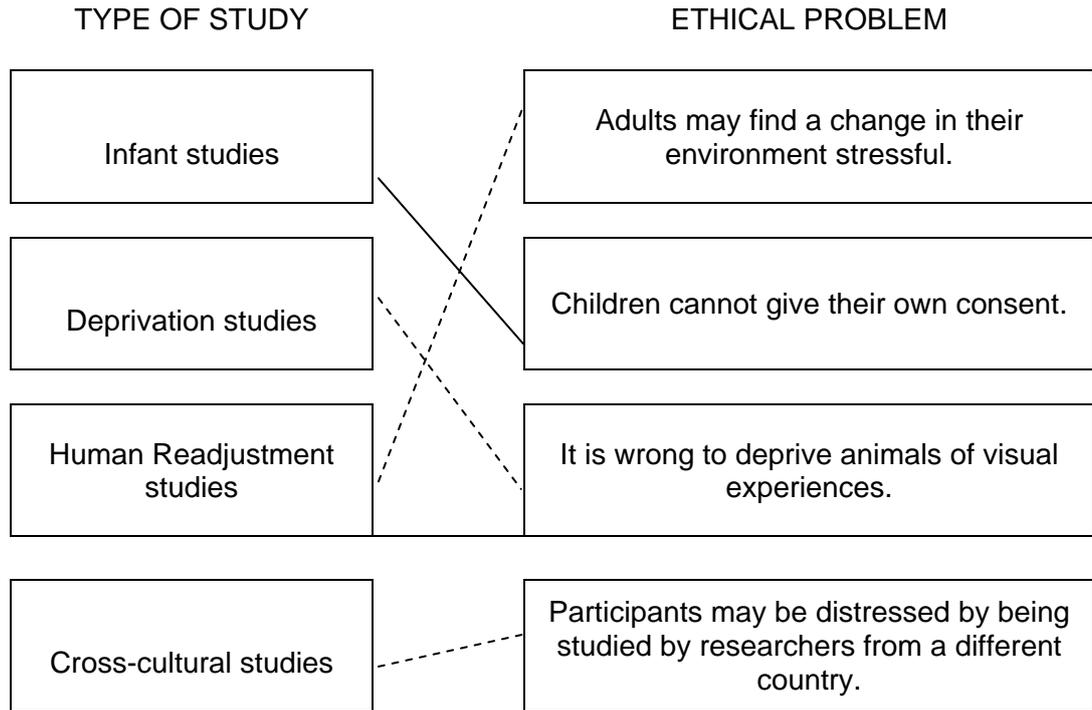
9 Studies into perception can raise a number of ethical problems.

Look at the following diagram.

Draw a line between two boxes to match the ethical problem to the type of study.

3 x A02

The first one is done for you as an example.



1 mark for each correctly matched pair of boxes

10 State whether the following types of studies tend to support the role of nature or nurture in the development of perceptual abilities. **3 x A01**

TYPE OF STUDY	NATURE OR NURTURE?
Infant studies	Nature
Human readjustment studies	Nurture
Cross-cultural studies	Nurture

1 mark for each correct answer

11 Describe **one** study of the role of *nurture* in perception. **4 x A01**

1 mark: The study is just discernible from the description or only one point is made

about the study e.g. method used, the sample used, one of the main findings.

2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings.

3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings.

4 marks: A detailed description of a study which shows knowledge of how the study

was conducted and its main finding(s)/conclusion(s).

Responses may include cross-cultural studies (e.g. Hudson) and readjustment studies (e.g. Stratton).

Source C: Gender

A famous case study was carried out on a boy named Bruce. He lost his penis in an operation that went wrong when he was aged just 20 months old. On a doctor's advice, the boy was then raised as a girl called Brenda.

For many years, Brenda was reported to be happy with her new gender role and had adapted to it well. However, after puberty, she began to find teenage life difficult because she had a masculine gender identity. In fact, when she found out she had been born a boy she decided to live the rest of her life as a man.

The conclusion was that in gender development the role of nature is stronger than the role of nurture.

12 From the Source

(a) State what gender identity Brenda had after puberty. 1 x A02

1 mark for "masculine". Also accept "male".

(b) State what the conclusion was at the end of the case study. 1 x A02

1 mark for "the role of nature is stronger (than the role of nurture)" or similar comment

13 The case study in Source C shows the importance of biological factors in gender development.

Complete the following table to show how males and females are biologically different.

2 x A01

	MALE	FEMALE
HORMONES	<i>testosterone</i>	<i>oestrogen</i>
GENETICS (CHROMOSOMES)	XY	XX

1 mark for each correct answer in table.

N.B. Can accept androgen instead of testosterone.

14 Describe **one** disadvantage of carrying out a case study.

2 x A02

1 mark for brief or simple response e.g. "you can't generalise", "samples are small"

2 marks for a more detailed/sophisticated response e.g. "case studies tend to be in-depth (1) so the researcher may become too involved (1)"

Responses may focus on case in Source and be more implicit. Should be credited as above.

15 State whether the following statements are true or false.

4 x A01

Give your answer by circling either TRUE or FALSE as shown below.

TRUE

FALSE

TRUE

FALSE

(i) "Sex identity is whether someone is male or female".

TRUE

FALSE

1 mark for TRUE

(ii) "Gender identity is whether a person sees themselves as feminine or masculine"

TRUE

FALSE

1 mark for TRUE

(iii) "Sex typing is when a person is aware of what sex they are"

TRUE

FALSE

1 mark for FALSE

(iv) "Androgyny is a balance of masculine and feminine traits"

TRUE

FALSE

1 mark for TRUE

16 Organisations may be interested in research into gender.

4 x A02

Look at the organisations below and draw a line between the organisation and the type of question they may ask psychologists.

ORGANISATION		RESEARCH QUESTION
<p style="text-align: center;">toy manufacturer</p>		<p style="text-align: center;">Why do males and females perceive space differently?</p>
<p style="text-align: center;">driving school</p>		<p style="text-align: center;">Why do females and males play differently?</p>
<p style="text-align: center;">police force</p>		<p style="text-align: center;">Why do males and females look for different things in relationships?</p>
<p style="text-align: center;">dating agency</p>		<p style="text-align: center;">Why do females and males commit different amounts of crime?</p>
		<p style="text-align: center;">Why do males and females choose different subjects to study?</p>

1 mark for each correct match

- 17 Describe **one** explanation other than the biological theory of gender development (e.g. social learning theory, Freud's, Kohlberg's) **4 x A01**

1 mark for brief statement e.g. "Freud believed gender developed in the phallic stage", "Kohlberg believed gender developed in stages"
or 2-3 marks for increasing detail/accuracy/explanation
or 4 marks for a detailed response, including appropriate terminology.

NB Key concepts for SLT include: observation, imitation, reinforcement, role models, identification

Key concepts for Freud include: phallic stage, Oedipus complex, castration anxiety, Electra complex, penis envy, identification

Key concepts for Kohlberg include: stages, cognitive development, gender identity/stability/constancy

Source D: Memory

A psychologist carried out an experiment to investigate how much is remembered depending on where it is learned.

The psychologist took 12 students into a blue room where they all had to read a short story. Half of the students were left in the blue room. She took the other half of the students into a different room that was yellow.

Both groups of students then had to answer 10 questions about the story. The psychologist's hypothesis was:

"Students who were tested in the same colour room as where they read the story will answer more questions correctly".

The results of the experiment were:

	SAME ROOM	DIFFERENT ROOM
AVERAGE SCORE	8	4

The psychologist concluded that context acts as a cue for recall.

18 From the Source

- (a) Identify the aim of this study. (1) 1 x A02

1 mark for "whether where information is learnt affects how well it is recalled" or similar statement

- (b) State the average score for students who answered questions in the blue room. 1 x A02

1 mark for 8

19 Identify the independent variable in the experiment in Source D. 1 x A02

1 mark for "blue or yellow room", "same or different room", "type of room", "rooms", etc

20 Explain what is meant by a hypothesis. 2 x A01

**1 mark for a simple response e.g. "it's a statement", "a prediction" (1)
2 marks for a more detailed response e.g. "it's a prediction (1) made at the beginning of a piece of research (1)", "it's an experimenter's idea (1) about what may happen (1)".**

- 21 (a) Identify **one** memory aid. 1 x A01
1 mark for identifying a relevant aid e.g. mnemonics, imagery, method of loci, peg word, e
- (b) Outline how this memory aid works. 2 x A01
*1 mark for brief explanation of chosen aid
 or 2 marks for a more detailed or accurate explanation of chosen aid
NB if aid and explanation do not match, then credit explanation 1 or 2 marks if it is identifiable as an appropriate memory aid.*

- 22 (a) Explain Atkinson & Shiffrin's two-process theory (multi-store model) of memory.
 (b) Evaluate this theory of memory.

[6 marks are available for the quality of Written Communication in this question]

8 x A01 4 x A02 6 x QoWC

- (a)
1-2 marks for a simplistic explanation of two-process theory, possibly only stating some key concepts without really showing real understanding. A basic diagram may be offered instead.

3-5 marks for some understanding of key concepts is evident in the explanation. A diagram may be offered instead but should be well labelled. A reasonable diagram with explanation should get full marks in this band.

6-8 marks for a good understanding of relevant key concepts is evident in the explanation. A diagram may be offered as well and should be credited where it enhances explanation.

N.B. Only award full marks where an understanding of the concept of information processing is demonstrated.

Key concepts include STM, LTM, attention, rehearsal, duration, capacity, coding, sensory memory, information processing, retrieval, input/output, etc.

- (b)
*1-2 AO2 marks for each simple/brief evaluative point(s) e.g. "it ignores individual differences (1)", e.g. "people don't always use rehearsal to remember things (1), they may give information meaning (1)"
 Or 3-4 AO2 marks for each detailed/sophisticated evaluative point(s) e.g. "Atkinson & Shiffrin propose one long-term store (1) whereas critics argue is more than one store for information which is permanently stored (1). Evidence shows there may be a declarative store and a procedural store (1)."
 Or a combination of both.*

Evaluation may focus on lack of ecological validity, ignoring levels of processing, over-emphasis on rehearsal.

Plus 1-6 marks for quality of written communication, as follows:

0 marks: no use of psychological terminology and very low literacy levels.

1-2 marks: minimal use of psychological terminology and poor level of literacy.

3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.

5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.

Distribution of Marks

SECTION	AO1	AO2	QoWC	TOTAL
A	12	6	0	18
B	11	7	0	18
C	11	7	0	18
D	14	7	6	26
TOTAL	47	27	6	80
PERCENT	59%	33%	8%	100%

Mark Scheme 1989/03
June 2006

Section A
Social Psychology

Source A: Environment and Behaviour

There are different ways of claiming territory e.g. a coat over the back of a chair, a towel on a sunlounger, or a name on a door. They are all ways of claiming territorial ownership. Two psychologists observed that gangs used graffiti to mark out their territory. If gangs invaded each other's territory they paint sprayed their name over the rival gang's.

1 From the Source, identify **two** examples of how people claim territorial ownership.

Any two from: coat over chair back/towel on sunlounger/name on door. **[2]**

2 Explain the **three** basic types of territory which have been identified.

1 **PRIMARY** An area over which a person has relatively complete control. **[2]**

2 **SECONDARY** An area over which a person has only partial control, perhaps briefly. **[2]**

3 **PUBLIC** An area which is accessible to anyone/no one individual or group has an exclusive right. **[2]**

1 – 2 marks in each depending on development.

3 Explain what is meant by the term 'defensible space'.

"Territory, centred on the home, which has been designed to protect against intruders."
1 – 2 marks depending on the detail and accuracy. **[2]**

4 (a) Explain what is meant by the term personal space.

"The emotionally charged bubble of space which surrounds a person".
1 mark for any reasonable explanation. **[1]**

(b) Describe cultural differences regarding personal space.
(not gender)

Answers: cultural differences between contact and non-contact cultures e.g. UK and Mediterranean countries re: received and accepted practice of interpersonal distances.
1 mark for any relevant comment. **[1]**

- 5 From your study of environmental psychology, describe and evaluate **one** study into the invasion of 'personal space'.

Possible e.g.s Fisher and Byrne, Felipe and Sommer, Aiello, Middlemist

1 mark The study is just discernible from description

2 marks A brief or basic description of a study with some knowledge of methodology and/or findings

3 marks a more detailed description of a study which shows some knowledge of methods and/or findings

4 marks A detailed description of a study which shows knowledge of how the study was conducted

- 1 Evaluation correct jargon with no explanation is 1 mark only

From: e.g. field research therefore real world evidence/replicability.

Confounding variables e.g. genuine untriggered participant.

Behaviour/issue of ethics and unknown involvement in research.

1 – 2 marks depending on detailed account of at least one evaluation point.

Description can be credited if it is in the evaluation section.

[2]

Section total: 18 marks

Section B
Behavioural Psychology

Source B: Phobias

Psychologists carried out research with 3-year-old Petra. Petra had a fear of rabbits. The psychologists tried to remove Petra's fear. They presented her with her favourite sweets (pleasant stimulus) and the rabbit (feared object) at the same time. Over a number of sessions, the rabbit was brought closer and closer to Petra and eventually she lost her fear.

6 From the Source, what was Petra's problem?

A fear of rabbits. [1]

7 From the Source, what was the pleasant stimulus?

Her favourite sweets. [1]

8 Select a term from the list below and write it next to the correct definition. [3]

- 1) reinforcer
- 2) conditional or unconditional stimulus
- 3) extinction

9 Describe the basic principles of Operant Conditioning.

Answers to include: "we learn because of the consequences of our actions"/rewarded or pleasant or approved actions become adopted/unpleasant consequences etc. lead to behaviour being eliminated etc.

1 – 2 marks for very basic sketchy description.

3 – 4 marks for accurate description using jargon etc. [4]

10 Explain **one** general problem psychologists face when using children in research.

From: adult permission/understanding the task/instruction language etc., allow ethics. [1]

11 Describe the limitations of the classical and operant explanations of phobias.

E.g. fails to explain why so many people are phobic about something they had no previous experience of/common nature of phobias suggests an innate basis/no role for freewill/denies cognitive abilities.

1 – 2 marks for very sketchy suggestions/common sense statements of one limitation.

3 – 4 marks for precise psychological answer. [4]

- 12** Give an example of another phobia, other than a phobia of rabbits, and describe how learning theory might explain it. Accept behaviourism answer.

Example Any reasonable phobia e.g. fear of spiders. **[1]**

Explanation

1 mark very bald single word/phrase explanation e.g. "learned"

2 – 3 marks explanation using SLT terminology e.g. observation/imitation/
reinforcement. **[3]**

Sectional total: 18 marks

Section C
Developmental Psychology

Source C: Cognitive Development

A psychologist disagreed with Piaget that young children are egocentric. Using a toy farm, she asked 5-year-old children to hide a sheep in a place where cows could not see it. 85% of the children were able to do this. This shows that they were able to see from the point of view of the sheep.

- 13 (a)** From the Source, what percentage of the participants managed the task set?
85% [1]
- (b)** In the Source, what is meant by the term 'egocentric' in Piaget's theory?
E.g. seeing the world only from one's own perspective. [1]
- 14** Explain the following terms from Piaget's theory. Accept positive or negative descriptions of each term.
- 1 **OBJECT PERMANENCE**
A child's understanding that although it can no longer see an object, it still exists. [2]
- 2 **CENTRATION**
The tendency of focus on only one aspect of a situation. [2]
- 3 **CONSERVATION**
The understanding that something stays the same even though the appearance changes. [2]
In each section 1 mark for very basic one word/phrase answer.
2 marks for developed explanations.

- 15 Piaget proposed four stages of development. In the table below, draw lines matching the description with the correct stage.

[4]

Description		Stage
Thinking can be applied only to physical objects.		Pre-operational
Beginning to understand the world through reflexes and what can be seen and felt.		Concrete
The child begins to use symbols, signs or objects to represent things.		Sensorimotor
The ability to reason in abstract terms.		Formal operational

- 16 Describe and evaluate **one** research study which criticised Piaget's theory of cognitive development.

- 1 Description [4]
 E.g. Rose and Blank – McGarrigle and Donaldson etc.
 1 mark for naming or identifying research
 1 – 2 marks for basic unspecific answer.
 3 – 4 marks for detailed accurate account.
- 2 Evaluation [2]
 E.g. used more child friendly language and style of questioning.
 Tasks more embedded in the real experience of the children etc.
 1 mark for simplistic undetailed comment.
 2 marks for identification of one accepted criticism.

Section total: 18 marks

Section D
Social Psychology

Source D: Social Influence

Hofling studied obedience in a field experiment in hospitals. 22 nurses were told by a doctor, by telephone, to give an injection to a patient at more than the total daily dose. 21 out of 22 nurses went to carry out the instruction, breaking a number of rules, e.g. not acting on telephoned instructions, and always only giving the correct medication.

- 17** From the Source, identify **two** rules which nurses broke in Hofling's research.
- Not acting on telephoned instructions/giving the correct medication.
1 mark for each correct answer. **[2]**
- 18** Explain one advantage of using a real life setting.
- Real world research/high ecological validity. **[2]**
- 19** Explain **two** ethical problems with research in real life settings.
- Answers from: use of deception/causing potential distress to nurses/no informed consent etc. Accept any ethical issue.
1 mark for bald statement.
2 marks for developed answer. **[2]**
- (6 marks available for the Quality of Written Communication.)
- 20** Using your knowledge of Psychology, explain why people conform. **[12]**
- Quality of written Communication **[6]**
- | | |
|--------------|---|
| 1- 4 marks | Just description of research without reference to reasons for conformity
or
common sense reasons with no psychological references. |
| 5 – 8 marks | Reasonable description of research with some attempt to identify reasons for conformity.
or
List of reasons for conformity, reasonably developed. |
| 9 – 12 marks | Good use of research – relating to reasons for conformity.
Or
Well developed explanations (reasons) of conformity e.g. informational social influence, normative social influence. etc. |

Section total: 26 marks

Mark Scheme 1989/04
June 2006

Source A: Aspects of Morality

The following conversation took place between Tom who is 10 years old, and his brother Nathan who is 6 years old.

Tom: "Mum is upset with you because you deliberately pulled up a flower in the garden."

Nathan: "Why is she cross with me? That's not fair. When you fell off your bike the other day, you destroyed loads of Mum's flowers - not just one."

Tom: "Yes, but that was an accident. You actually destroyed that flower on purpose. That is much naughtier."

Nathan: "I don't understand that. I think that you're much naughtier because you did more damage."

1 From the Source,

(a) State why Nathan thought that Tom was much naughtier than him. **1 x AO2**

1 mark for "because he/Tom did more damage; or 'he destroyed loads of flowers" or similar comment

(b) State why Tom thought that Nathan was much naughtier than him. **1 x AO2**

1 mark for "he/Nathan actually destroyed the flower on purpose" or "he deliberately pulled up a flower" or similar comment

2 According to Piaget, Nathan and Tom have reached different stages of morality.

(a) Name the stage of morality that Nathan has reached. **1 x AO1**

1 mark for "heteronomous" or "moral reality"

(b) Name the stage of morality that Tom has reached. **2 x AO1**

1 mark for "autonomous" or "moral relativism"

3 Explain one criticism of Piaget's theory of moral development. **3 x AO2**

1 mark for simple or brief response e.g. "it ignores individual differences", "not everyone goes through these stages"

or 2 marks for more detailed/sophisticated response e.g. "when intention is emphasised in stories (1) then even very young children show higher levels of moral development than Piaget predicted(1)"

or 3 marks for very detailed/sophisticated response e.g. "Piaget is accused of gender bias (1) because he said boys were more morally advanced than girls (1) when later research showed it may actually be the reverse (1)"

- 4 Kohlberg also developed a stage theory of moral development. He stated that people can move through three stages of morality.

Select which of the three stages is being described in the table below.

Choose from

- pre-conventional
- conventional
- post-conventional.

Write your answers in the table. **5 x AO1**

The first one is done for you as an example.

STAGE	DESCRIPTION
Post-Conventional	People recognise laws are important but may need to be changed.
Conventional	People's morals are based on the approval of others.
Pre-Conventional	People see morality in terms of punishment.
Pre-Conventional	People see morality in terms of rewards.
Post-Conventional	People base morality on universal principles not necessarily the law.
Conventional	People's morality is based on respect for law and order.

1 mark for each correct answer in the table.

Accept references to just "post" and "pre"

- 5 Kohlberg used a *longitudinal study* to test his theory.

Suggest **one** problem of using a longitudinal study. **2 x AO2**

1 mark for a brief or simple response e.g. "it takes a long time to do", "it can be an expensive form of research"

Also credit 1 mark if the problem acknowledges the length of time involved in the method.

2 marks for a more detailed/sophisticated response e.g. "respondents tend to drop out over a period of time (1) giving a less representative sample (1)"

6 Describe the work of Gilligan on moral development. **4 x AO1**

1 mark for brief statement e.g. "Gilligan argued boys and girls develop morals differently"
or 2-3 marks for increasing detail/accuracy/explanation
or 4 marks for a detailed response, including appropriate concepts e.g. gender differences, ethic of caring, pro-social behaviour, justice, competition

Source B: Perception

Geoff and Fiona were discussing whether they needed to buy a stair gate for their eight month old son Charlie to stop him trying to go downstairs.

Geoff had read in a magazine that babies younger than Charlie could perceive depth, almost from birth.

"So we don't need a stair gate," Geoff decided, "as Charlie will be too scared to crawl over the top of the stairs. It's in a child's nature."

Fiona disagreed. She said, "Children need to learn about depth through experience." She didn't want Charlie to learn about depth by falling downstairs!

"Put it this way," she added, "you wouldn't let Charlie crawl around by a cliff edge!"

7 From the Source,

(a) State the type of perception that Fiona said children need to learn about. (1)

1 x AO2

1 mark for "depth" or "depth perception"

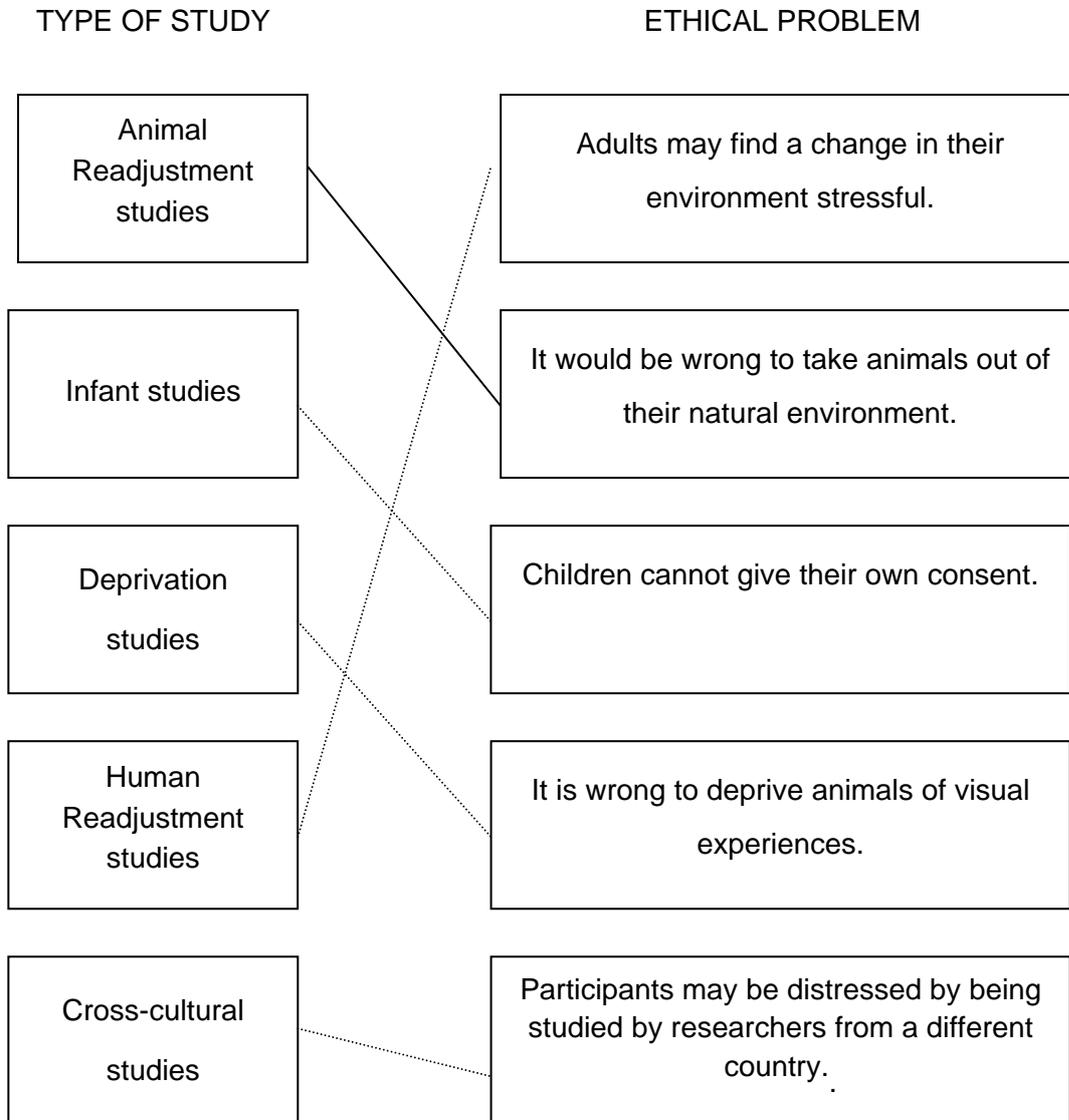
(b) Give the name of the parent who supports the role of nature in perception. (1)

1 x AO2

1 mark for "Geoff" or identifiable characteristic e.g. "the father", "the man"

- 8 Studies into perception can raise a number of ethical problems.
 Look at the following diagram.
 Draw a line between two boxes to match the ethical problem to the type of study. **4 x AO1**

The first one is done for you as an example.



1 mark for each correctly matched pair of boxes

9 Many studies into perception use experiments as a method of research.

(a) Explain what is meant by an *experiment*. **2 x AO1**

1 mark for brief/simple description e.g. “doing a test under controlled conditions”, “manipulating variables”

2 marks for more detailed/sophisticated response e.g. “the experimenter manipulates one variable (1) and controls all others (1)”

Response may refer to perception experiments where description is more implicit. This should be credited as above.

(b) Explain **one** disadvantage of using an experiment. **2 x AO2**

1 mark for brief/simple response e.g. “not true to life”

2 marks for more detailed/sophisticated response e.g. “lacks ecological validity (1) because of artificial environments (1)”

Response may refer to perception experiments where disadvantage is more implicit. This should be credited as above.

10 Describe **one** study that supports the role of *nature* in perception. **4 x AO1**

1 mark: The study is just discernible from the description or only one point is made about the study e.g. method used, the sample used, one of the main findings.

2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings.

3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings.

4 marks: A detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s).

Responses should mainly focus on infant studies.

11 Describe **one** study that supports the role of *nurture* in perception. **4 x AO1**

1 mark: The study is just discernible from the description or only one point is made about the study e.g. method used, the sample used, one of the main findings.

2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings.

3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings.

4 marks: A detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s).

Responses may include cross-cultural studies, readjustment studies.

Source C: Gender

A famous case study was carried out on a boy named Bruce. He lost his penis in an operation that went wrong when he was aged just 20 months old. On a doctor's advice, the boy was then raised as a girl called Brenda.

For many years, Brenda was reported to be happy with her new gender role and had adapted to it well. However, after puberty, she began to find teenage life difficult because she had a masculine gender identity. In fact, when she found out she had been born a boy she decided to live the rest of her life as a man.

The conclusion was that in gender development the role of nature is stronger than the role of nurture.

12 From the Source,

- (a) State what gender identity Brenda had after puberty. **1 x AO2**

1 mark for "masculine". Also accept "male".

- (b) State what the conclusion was at the end of the case **study**. **1 X AO2**

1 mark for "the role of nature is stronger (than the role of nurture)" or similar comment.

13 The case study in Source C shows the importance of biological factors in gender development.

Complete the following table to show how males and females are biologically different.
3 x AO1

	MALE	FEMALE
HORMONES	Testosterone	oestrogen
GENETICS	XY	XX
GONADS	Testes	ovaries

1 mark for each correct answer in the table.

N.B. Progesterone can be accepted instead of oestrogen.

Androgen can be accepted instead of testosterone.

14 Describe **one** advantage of carrying out a case study. **2 x AO2**

1 mark for brief/simple response e.g. "it is in-depth"

2 marks for more detailed/sophisticated response e.g. "it allows researcher to study real-life events (1) which otherwise could not be manipulated (1)"

Responses may focus on case in Source and be more implicit. Should be credited as above.

15 State whether the following statements are true or false. **3 x AO1**
Give your answer by circling either TRUE or FALSE.

(i) "A person's sex identity can be different from their gender identity."

TRUE FALSE

1 mark for TRUE

(ii) "Sex typing is when a person is aware of what sex they are."

TRUE FALSE

1 mark for FALSE

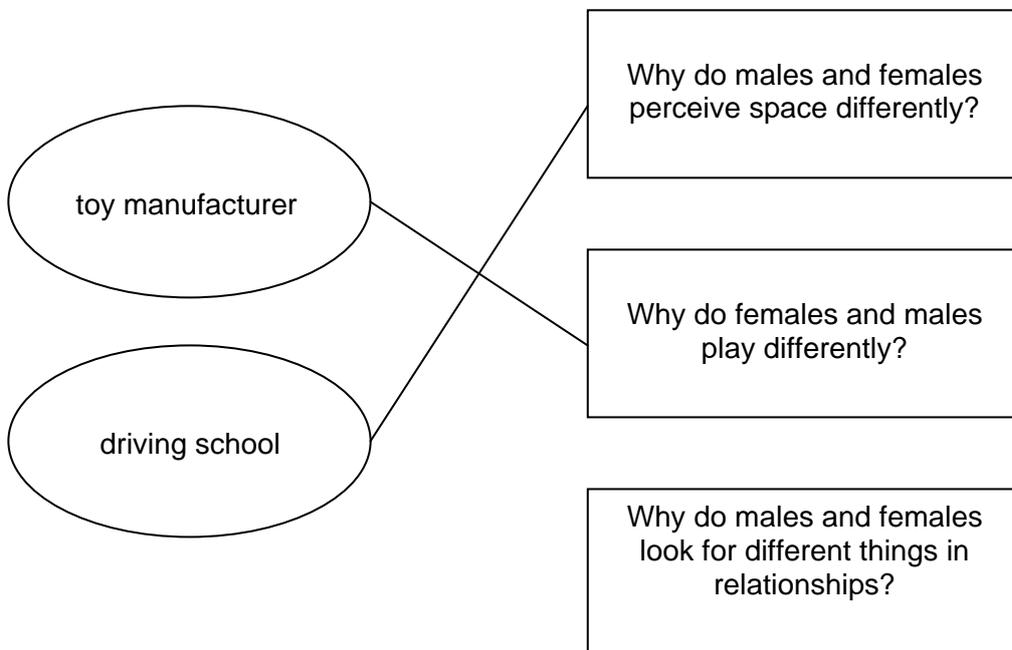
(iii) "Androgyny is one form of gender identity."

TRUE FALSE

1 mark for TRUE

16 Organisations may be interested in research into gender.

Look at the organisations below and draw a line between the organisation and the type of question they may ask psychologists. **2 x AO2**



1 mark for each correct match

- 17 (a) Describe **one** explanation other than the biological theory of gender development (e.g. social learning theory, psychoanalytic explanation, cognitive approach).
4 x AO1

**1 mark for brief statement e.g. "Freud believed gender developed in the phallic stage", "Kohlberg believed gender developed in stages"
or 2-3 marks for increasing detail/accuracy/explanation
or 4 marks for a detailed response, including appropriate terminology.**

NB Key concepts for SLT include: observation, imitation, reinforcement, role models, identification

Key concepts for Freud include: phallic stage, Oedipus complex, castration anxiety, Electra complex, penis envy, identification

Key concepts for Kohlberg include: stages, cognitive development, gender identity/stability/constancy

- (b) Suggest **one** criticism of the theory you have described. **2 x AO2**

1 mark for brief/simple criticism of chosen theory e.g. "not all children appear to follow Kohlberg's stages", "Freud's theory doesn't account for single parents"

2 marks for a more detailed/sophisticated response e.g. "SLT does not explain the abnormal gender development of children (1) from very gender stereotyped families (1)"

Criticism must relate to theory in (a) to receive credit.

If answers to (a) and (b) are not related then credit best response.

Credit can be given for (b) without (a) if criticism applies to a theory of gender development.

Source D: Memory

A psychologist carried out an experiment to investigate how much is remembered depending on where it is learned.

The psychologist took 12 students into a blue room where they all had to read a short story. Half of the students were left in the blue room. She took the other half of the students into a different room that was yellow.

Both groups of students then had to answer 10 questions about the story. The psychologist's hypothesis was:

"Students who were tested in the same colour room as where they read the story will answer more questions correctly."

The results of the experiment were:

	SAME ROOM	DIFFERENT ROOM
AVERAGE SCORE	8	4

The psychologist concluded that context acts as a cue for recall.

18 From the Source,

- (a) Identify the aim of this study. **1 x AO2**

1 mark for "whether where information is learnt affects how well it is recalled" or similar statement

- (b) State the average score for students who answered questions in the blue room.

**1 x AO2
1 mark for 8**

19 Identify the independent variable in the experiment in Source D. **1 x AO2**

1 mark for "blue or yellow room", "same or different room", "type of room", "rooms", etc

20 Explain what is meant by a *hypothesis*. **1 x AO1**

1 mark for some reference to "prediction", or "statement", or something similar

21 The psychologist in Source D had concluded that context acts as a cue for recall.

Outline **one** application of her research. **2 x AO2**

1 mark for brief/muddled response e.g. "retrace foot-steps when you lose something"

2 marks for a more detailed/clearer response e.g. "crime reconstructions (1) take witnesses back to the scene-of-a-crime to act as a cue (1)"

22 Lack of context or cues is one explanation of forgetting.

Identify **two** other theories of forgetting. **2 x AO1**

Credit any acceptable alternative theories e.g. motivated forgetting, interference, amnesia, decay, displacement, levels of processing.

Credit can be given if a theory is identifiable but not named.

23 Describe and evaluate Atkinson & Shiffrin's two-process theory (multi-store model) of memory.

[6 marks are available for Quality of Communication in this question]

8 x AO1 4 x AO2 6 x QoWC

1-2 AO1 marks for a basic explanation of two-process theory, demonstrating a weak understanding of key concepts. A basic diagram may be offered instead.

3-5 AO1 marks for adequate understanding of key concepts in the explanation. A diagram may be offered instead but should be well labelled. A reasonable diagram with an adequate explanation should get full marks in this band.

6-8 AO1 marks for a good understanding of relevant key concepts in the explanation. A diagram may be offered as well and should be credited where it enhances explanation.

Key concepts include STM, LTM, attention, rehearsal, duration, capacity, coding, sensory memory, information processing, retrieval, input/output, etc.

(b)

1-2 AO2 marks for each simple/brief evaluative point(s) e.g. “it ignores individual differences (1)”, e.g. “people don’t always use rehearsal to remember things (1), they may give information meaning (1)”

Or 3-4 AO2 marks for each detailed/sophisticated evaluative point(s) e.g. “Atkinson & Shiffrin propose one long-term store (1) whereas critics argue is more than one store for information which is permanently stored (1). Evidence shows there may be a declarative store and a procedural store (1).”

Or a combination of both.

Evaluation may focus on lack of ecological validity, ignoring levels of processing, over-emphasis on rehearsal.

Plus 1-6 marks for quality of written communication, as follows:

0 marks: no use of psychological terminology and very low literacy levels.

1-2 marks: minimal use of psychological terminology and poor level of literacy.

3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.

5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.

Distribution of Marks

SECTION	AO1	AO2	QoWC	TOTAL
A	11	7	0	18
B	10	8	0	18
C	10	8	0	18
D	11	9	6	26
TOTAL	42	32	6	80
PERCENT	53%	39%	8%	100%

**General Certificate of Secondary Education Psychology
June 2006 Assessment Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01	80	-	-	47	40	33	26	19
02	80	-	-	42	36	30	24	18
03	80	65	54	44	32	-	-	-
04	80	65	54	43	32	-	-	-
05	40	34	28	23	19	15	12	9
85	40	34	28	23	19	15	12	9

Syllabus Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	-	-	-	111	94	78	62	46
Percentage in Grade		-	-	-	44.0	22.2	21.0	9.3	2.8
Cumulative Percentage in Grade		-	-	-	44.0	66.2	87.2	96.5	99.3

The total entry for the examination was 1297

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	182	158	134	110	83	69	-	-
Percentage in Grade		3.2	18.5	25.6	25.8	19.4	4.7	-	-
Cumulative Percentage in Grade		3.2	21.7	47.3	73.1	92.5	97.2		

The total entry for the examination was 2026

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	2.0	11.6	16.2	32.5	20.4	10.8	3.5	1.0
Cumulative Percentage in Grade	2.0	13.6	29.8	62.3	82.7	93.5	97.0	98.0

The total entry for the examination was 3323

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2006

