

Psychology

General Certificate of Secondary Education **1989/01**

Paper 1

Mark Scheme for June 2010

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SECTION A

Social Psychology

Answer **all** the questions in this Section

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|--|
| 1 (a) | <p>A psychologist used a field experiment to find out how students reacted when their usual seats were occupied by another person whilst they were out of the classroom.</p> <p>She observed that:</p> <ul style="list-style-type: none"> • if they had occupied the seat for a term, they tried to get it back; • if they had marked it with personal belongings, they tried to get it back; • at the next lesson, students who had been unable to sit in their usual seats, arrived early to claim them. <p>From the Source:</p> <p>State the aim of the psychologist's research.</p> <p>To find out how students reacted when their usual seats were occupied (by another person whilst they were out of the classroom).</p> | [1] | <i>Responses must be quotes from the Source.</i> |
| (b) | <p>State what happened at the next lesson.</p> <p>Students who had been unable to sit in their usual seats arrived early/students whose seats had been invaded arrived early (to make sure they could occupy their 'own' seat again/to reclaim them). NB: 0 marks – students arrived early.</p> | [1] | <i>If there is no mention of arriving EARLY, no marks should be awarded.</i> |

| Question | Expected Answer | Mark | Rationale |
|----------|--|----------------------------|-----------|
| 2 (a) | <p>Look at the following diagram. In the table below draw three lines matching the type of space with the correct description.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Type of space</p> <div style="border: 1px solid black; padding: 5px; margin: 10px;">Public</div> <div style="border: 1px solid black; padding: 5px; margin: 10px;">Secondary</div> <div style="border: 1px solid black; padding: 5px; margin: 10px;">Primary</div> </div> <div style="text-align: center;"> <p>Description</p> <div style="border: 1px solid black; padding: 5px; margin: 10px;">A type of territory which is temporarily yours because you have hired or reserved it.</div> <div style="border: 1px solid black; padding: 5px; margin: 10px;">A type of territory in which you feel comfortable.</div> <div style="border: 1px solid black; padding: 5px; margin: 10px;">A type of territory which is yours and is owned on a permanent</div> <div style="border: 1px solid black; padding: 5px; margin: 10px;">A type of territory which belongs to everyone and is occupied on a first-come-first-served basis.</div> </div> </div> <p>One mark for each correctly matched box.</p> | [3] | |
| (b) | <p>Give one example of each type of territory:</p> <p>Primary: e.g. bedroom, house, etc. Secondary: e.g. desk in office, seat in classroom, table in restaurant etc. Public: e.g. seat in pub /(seat on) park bench /seat on bus, place on beach, etc.</p> <p>1 mark for each appropriate example.</p> | <p>[1] [1] [1]</p> | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|--|
| 3 (a) | <p>Explain what is meant by the term ‘personal space’.</p> <p>An emotionally charged bubble of space which surrounds each individual (Hall 1959).</p> <p>1 mark – vague or partial answer eg a space around us. 2 marks – full, detailed explanation as outlined above/other appropriate answer to include such terms as invisible area/portable space/extension of body area, which surrounds us</p> | [2] | |
| (b) | <p>Suggest two ways in which people may protect their personal space.</p> <p>Eg change angle of chair/body, pull elbows in/out, create a space between them and others, use books/objects as barriers, avoid eye contact etc.</p> <p>1 mark for each suitable suggestion. NB: Credit can be given for both ‘change angle of chair’ and ‘change angle of body’ [1+1], ‘make barriers with books’ and make barriers with bags’[1+1]; however the examples must be clearly different.</p> | [2] | <p><i>Answers referring to (personal) territory e.g. marking an area, are not creditworthy.</i></p> <p><i>No marks for ‘putting belongings next to you’ because this infers marking territory.</i></p> |

| Question | Expected Answer | Mark | Rationale |
|--------------------------|---|------|--|
| 4 (a) | <p>Describe one study into personal space.</p> <p>Most likely studies: Hall, Felipe and Sommer, Fisher and Byrne, Garfinkel, Middlemist.</p> <p>0 marks – studies into territory eg Haber, Newman. 1 mark – the study is just discernable with only one point made eg the method used, sample used, one finding. 2 marks – a brief or basic description of a recognisable study, including one done by candidates eg measuring personal space distances, which shows some knowledge of methodology and/or findings. 3 marks – a more detailed description of a recognisable study showing reasonable knowledge of methodology and/or findings. 4 marks – a detailed description of a recognisable study which shows knowledge of aim, procedure, sample etc <u>and</u> the main findings/conclusion. NB maximum of 3 marks if no reference to findings.</p> | [4] | <p><i>No more than 2 marks can be gained for answers referring to studies done by themselves / in class.</i></p> |
| (b) | <p>Outline one criticism of the study you have described.</p> <p>Criticism: Most likely from limitations of sample, methodology, ethics.</p> <p>1 mark – mere identification of criticism or simplistic undetailed comment eg no consent / no right to withdraw. 2 marks – accurate and elaborated evaluation of an appropriate criticism in relation to the described study.</p> | [2] | <p><i>The criticism must refer to the study described in (a) even if the study is wrong.</i></p> |
| Section Total [18 Marks] | | | |

SECTION B**Behavioural Psychology**

Answer **all** the questions in this Section

Source B: Phobias

| Question | Expected Answer | Mark | Rationale |
|----------|--|------------|--|
| 5 (a) | <p>Simon has a fear of flying.</p> <p>Last year he cried and screamed before the family flew to America. To calm him down before getting on the plane, he was given a toy.</p> <p>This year he cried and screamed again before getting on the plane. His parents decided not to buy him another present because it would reinforce his behaviour.</p> <p>From the Source:</p> <p>State what Simon was frightened of doing.</p> <p>Flying.</p> | [1] | <p><i>Responses must be direct quotes from the Source.</i></p> |
| (b) | <p>State why Simon's parents decided not to buy him another present.</p> <p>Because it would reinforce his behaviour.</p> | [1] | <p><i>Responses must clearly refer to the Source.</i></p> |

| Question | Expected Answer | Mark | Rationale |
|----------|---|--|-----------|
| 6 | <p>Use the terms listed below to complete each of the following sentences relating to classical conditioning.</p> <ul style="list-style-type: none"> • an unconditioned stimulus • an unconditioned response • a conditioned stimulus • a conditioned response • an extinguished response <p>(i) A learned response is <u>a conditioned response (CR)</u></p> <p>(ii) A stimulus that does not have to be learned is <u>unconditioned stimulus (UCS)</u></p> <p>(iii) An instinctive response to a stimulus is <u>unconditioned response (UCR)</u></p> <p>(iv) A stimulus presented after conditioning is <u>conditioned stimulus (CS)</u></p> <p>1 mark for each correct answer. NB: allow acronyms.</p> | <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[4]</p> | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|---|
| 7 (a) | <p>Explain what psychologists mean by the term 'phobia'.</p> <p>An intense, persistent, irrational fear of a particular object, situation, place or activity which is accompanied by a compelling desire to avoid and escape it.</p> <p>1 mark – bald statement eg a fear of something. 2 marks – clear, developed definition as outlined above or similar appropriate answer.</p> | [2] | |
| (b) | <p>Give two examples of phobias.</p> <p>Accept either just named phobias eg spiders, or technical terms eg arachnophobia.</p> <p>1 mark for each correct phobia.</p> | [2] | <i>Ignore spelling but example must be discernable.</i> |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|-----------|
| 8 (a) | <p>Outline how operant conditioning can be used to explain phobias.</p> <p>Likely answer: Operant conditioning is where an individual learns a behaviour as a result of the consequences it brings. If the fear behaviour brings pleasant consequences, it is reinforced and over time becomes a phobia.</p> <p>0 marks – no or incorrect answer eg describing how SLT can lead to the development of a phobia. 1 mark – vague or partial answer eg description of operant conditioning with no link to phobias. 2 marks – accurate explanation of operant conditioning linked to the development of phobias.</p> | [2] | |
| (b) | <p>Describe one problem of operant conditioning as an explanation of phobias.</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> • It fails to take account of human cognitive abilities – to justify, to reason, to understand there is no need to be frightened. • It fails to explain why people develop phobias without reinforcement /without ever having had the experience – that there may be a biological/evolutionary explanation for a certain phobia. <p>1 mark – vague or partial answer eg is reductionist, no link to phobias. 2 marks – clear description of an appropriate limitation, linked to phobias.</p> | [2] | |

| Question | Expected Answer | Mark | Rationale |
|--------------------------|---|------|---|
| 9 | <p>Explain two ethical issues which must be considered when conducting psychological research into phobias.</p> <p>Any two from: deception, informed consent/consent, right to withdraw, short-term psychological harm/stress, long-term psychological harm, physical harm, invasion of privacy, confidentiality, debriefing, use of children etc (BPS Guidelines).</p> <p>1 mark – bald statement or mere identification of an ethical issue eg stress. 2 marks – identification and/or full accurate description of an ethical issue contextualised.</p> | [4] | <p><i>The issue may be elaborated through reference to a known study into phobias e.g. Little Albert.</i></p> |
| Section Total [18 Marks] | | | |

SECTION C

Developmental Psychology

Answer **all** the questions in this Section

Source C: Cognitive Development

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|--|
| 10 (a) | <p>Psychologists devised an experiment on conservation for children aged 4–6 years old.</p> <p>They arranged sweets in two identical rows. They showed the sweets to each child and checked that the child understood that there was the same number in each row.</p> <p>They then brought out a teddy and made it play around and accidentally mess up one row of sweets.</p> <p>The psychologists then asked each child if there was still the same number of sweets in each row.</p> <p>50% of the children gave the correct answer.</p> <p>From the Source:</p> <p>State how old the participants were.</p> <p>Between 4 and 6 years old.</p> | [1] | <p><i>Responses must be direct quotes from the Source.</i></p> |
| (b) | <p>State the percentage of children who gave the correct answer.</p> <p>50% (of the children gave the correct answer).</p> | [1] | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|--|-----------|
| 11 | <p>Below are three statements which refer to features of cognitive development.</p> <p>Identify whether the statements are true or false.</p> <p>Give your answer by circling either TRUE or FALSE as shown below:</p> <div style="text-align: center;"> <div style="display: inline-block; text-align: center; margin-right: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-bottom: 10px;">TRUE</div> <div style="margin-bottom: 10px;">FALSE</div> </div> <div style="display: inline-block; text-align: center;"> <div style="margin-bottom: 10px;">TRUE</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-bottom: 10px;">FALSE</div> </div> </div> <p>(a) Object permanence is understanding that an object still exists even when you can no longer see it.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-bottom: 10px;">TRUE</div> <div style="margin-bottom: 10px;">FALSE</div> </div> <p>(b) Conservation is understanding that changing the shape of an object does not change its mass or volume.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-bottom: 10px;">TRUE</div> <div style="margin-bottom: 10px;">FALSE</div> </div> <p>(c) Egocentrism is being able to see a situation from another person's point of view.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="margin-bottom: 10px;">TRUE</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-bottom: 10px;">FALSE</div> </div> | <div style="text-align: center;">[1]</div> <div style="text-align: center;">[1]</div> <div style="text-align: center;">[1]</div> | |

| Question | Expected Answer | Mark | Rationale | | | | | | | | | | | | |
|----------------------|--|-------|------------------|--------------|--|-----------------|--|----------------------|---|--------------------|--|--|--|-----|--|
| 12 | <p>Draw a line between each stage of Piaget's theory of cognitive development and a feature of that stage.</p> <table><thead><tr><th>Stage</th><th>Feature of stage</th></tr></thead><tbody><tr><td>Sensorimotor</td><td>The child begins to understand the world through reflexes and what can be seen and felt.</td></tr><tr><td>Pre-operational</td><td>The child forms relationships with other people.</td></tr><tr><td>Concrete operational</td><td>The child is able to reason but only with physical objects.</td></tr><tr><td>Formal operational</td><td>The child begins to use symbols, signs or objects to represent things.</td></tr><tr><td></td><td>The child is able to reason in abstract terms.</td></tr></tbody></table> <p>One mark for each correctly linked stage / feature.</p> | Stage | Feature of stage | Sensorimotor | The child begins to understand the world through reflexes and what can be seen and felt. | Pre-operational | The child forms relationships with other people. | Concrete operational | The child is able to reason but only with physical objects. | Formal operational | The child begins to use symbols, signs or objects to represent things. | | The child is able to reason in abstract terms. | [4] | |
| Stage | Feature of stage | | | | | | | | | | | | | | |
| Sensorimotor | The child begins to understand the world through reflexes and what can be seen and felt. | | | | | | | | | | | | | | |
| Pre-operational | The child forms relationships with other people. | | | | | | | | | | | | | | |
| Concrete operational | The child is able to reason but only with physical objects. | | | | | | | | | | | | | | |
| Formal operational | The child begins to use symbols, signs or objects to represent things. | | | | | | | | | | | | | | |
| | The child is able to reason in abstract terms. | | | | | | | | | | | | | | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| 13 | <p>Piaget used children in his research.</p> <p>Describe one problem of using children in psychological research.</p> <p>Likely answers include: child's physical ability, child's ability to understand/follow instructions, child's ability to express itself/talk, child's ability to concentrate; ethical issues such as consent, right to withdraw, stress etc. elaborated in relation to the use of children.</p> <p>1 mark – basic description or mere identification of appropriate problem eg child may not be able to talk; stress.</p> <p>2 marks – fully developed, appropriate problem eg child may not have developed the ability to express itself clearly so the researcher cannot understand its reasoning; if the child is under the age of 16 it is considered too young to give consent so this must be gained from the parents/carers i.e. identification AND justification of problem.</p> | [2] | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| 14 | <p>Piaget's theory suggests children's cognitive development is universal.</p> <p>Outline how psychologists could carry out cross-cultural research into cognitive development.</p> <p>Likely answer: They could go to different countries around the world and do research, such as Piaget's experiments into conservation, using children. The results could then be compared to see if there are similarities or differences in children's cognitive development.</p> <p>1 mark each for including:</p> <ul style="list-style-type: none">• Different countries / cultures around the world (to demonstrate understanding of cross-cultural)• Research methodology (to demonstrate understanding of what can be done)• Showing understanding in relation to cognitive development (to contextualise the answer). | [3] | |

| Question | Expected Answer | Mark | Rationale |
|--------------------------|--|------|---|
| 15 | <p>Describe one piece of research carried out by Piaget into cognitive development.</p> <p>One from: object permanence (rattle), the 3 mountains task, conservation tasks, problem-solving tasks.</p> <p>0 marks – Studies that criticise Piaget eg Hughes, Rose and Blank, McGarrigle & Donaldson etc or research into morality.</p> <p>1 mark – The study is just discernable with only one point made eg the method used, sample used, one finding. Identification of appropriate research.</p> <p>2 marks – A brief or basic description of a recognisable study, which shows some knowledge of methodology and/or findings.</p> <p>3 marks – A more detailed description of a recognisable study showing reasonable knowledge of methodology and/or findings.</p> <p>4 marks – A detailed description of a recognisable study which shows knowledge of aim, procedure, sample etc <u>and</u> the main findings.</p> <p>NB maximum of 3 marks if no reference to findings.</p> | [4] | <p><i>Description of Piaget's staged theory of cognitive development is not creditworthy.</i></p> |
| Section Total [18 marks] | | | |

SECTION D

Behavioural Psychology

Answer **all** the questions in this Section

Source D: Aggression

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| 16 | <p>A psychologist showed a group of children a cartoon in which an adult hit his neighbour aggressively on the head with an inflatable hammer.</p> <p>Another group of children watched a similar cartoon where an adult showed no aggression to his neighbour.</p> <p>All the children were then led to another room which contained toys including inflatable hammers, plastic swords, dolls and balloons.</p> <p>The psychologist found most of the children who had observed the aggressive cartoon chose the inflatable hammers and then tried to hit other children with them.</p> | | |
| (a) | <p>From the Source:</p> <p>State which group of children was more likely to choose the inflatable hammers.</p> <p>The children who had observed an adult hit his neighbour aggressively on the head with an inflatable hammer /the children who had observed an adult behave aggressively / the first group (of children)</p> | [1] | |
| (b) | <p>Identify one toy, other than an inflatable hammer, the children could have played with.</p> <p><u>One</u> from: (plastic) swords, dolls, balloons.</p> | [1] | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|-----------------------|--|
| 17 | <p>The study in the Source was a laboratory experiment.</p> <p>Outline one advantage and one disadvantage of this research method.</p> <p>Advantage: Likely answer from: control, replicability, can show cause and effect.</p> <p>1 mark – mere identification of advantage eg control. 2 marks – identification and developed description of an appropriate advantage eg it allows the researcher to control the variables /such things as the procedure which can be standardised so all participants are treated in the same way.</p> <p>Disadvantage: Likely answer from: low ecological validity, demand characteristics, socially desirable behaviour.</p> <p>1 mark – mere identification of disadvantage eg low ecological validity. 2 marks – identification and developed description of an appropriate disadvantage eg laboratory experiments are low in ecological validity because they do not reflect real life / as they are conducted in specially designed/organised environments which rarely reflect real life situations.</p> | <p>[2]</p> <p>[2]</p> | <p><i>The advantage can be elaborated through reference to the Source.</i></p> <p><i>The disadvantage can be elaborated through reference to the Source.</i></p> |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|--|
| 18 | <p>Outline one gender difference in levels of aggression.</p> <p>Likely answers; Males are more <u>physically</u> aggressive than females/ females are more <u>verbally</u> aggressive than males, males are more aggressive than females because they have higher levels of testosterone.</p> <p>0 marks if both genders are not mentioned.</p> <p>1 mark – mere gender difference identified eg males are more aggressive than females or vice versa.</p> <p>2 marks – gender difference identified and specified.</p> | [2] | <p><i>Both genders must be identified or else no difference can be shown.</i></p> <p><i>If reference to hormones made they must be identified correctly.</i></p> |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|--|
| 19 | <i>(6 marks are available for the Quality of Written Expression)</i> | | |
| (a) | <p>Describe and evaluate the social learning theory of aggression.</p> <p>Description:</p> <p>0 marks – description of wrong theory. 1–2 marks – very basic, vague description of SLT, with no link to aggression. 3–4 marks – a more detailed account of SLT, mentioning observation, models, imitation, reinforcement, not necessarily linked to aggression. 5–6 marks – a good description of SLT with some links to aggression. 7–8 marks – a full, accurate description of SLT linked throughout to aggression. NB Maximum of 4 marks if no reference to aggression.</p> | [8] | <i>Mere description of Bandura's Bashing Bobo study or Williams' research is only worth 1 mark. However, check to see if there are any links to SLT which could gain additional marks.</i> |
| (b) | <p>Evaluation:</p> <p>Answers are likely to refer to:</p> <ul style="list-style-type: none"> • SLT fails to allow for human cognitive abilities such as reasoning, justifying, understanding, to influence aggression. • SLT does not consider the influence of biological factors on aggression. • SLT does not consider social factors that may influence aggression. <p>0 marks if the answer is not linked to aggression. 1–2 marks – very basic common sense ideas eg just because we see aggression doesn't mean we have to be aggressive/one issue fully explained and related to aggression. 3–4 marks – sophisticated evaluation of at least two appropriate issues relating to the limitations of SLT and linked to aggression.</p> | [4] | |

| Question | Expected Answer | Mark | Rationale |
|---------------------------------|--|------|---|
| | <p>Written Communication [6]</p> <p>0–2 some attempt to distinguish a limited amount of relevant material poor clarity of expression – limited range of psychological terms used, often spelled incorrectly. Punctuation & sentence construction weak. A muddled attempt to communicate the meaning of the material used.</p> <p>3–4 reasonable attempt to distinguish relevant material. Correct use of specialist material when used. Some errors of punctuation and spelling. Clear expression and a reasonable attempt made to communicate the meaning of the relevant material.</p> <p>5–6 good attempt to distinguish relevant material. Good quality of expression throughout. Specialist terms used with precision. Few if any errors of spelling or punctuation. The meaning of material used communicated clearly.</p> | [6] | <p><i>NO MORE THAN 2 MARKS CAN BE GAINED IF THE ANSWER IS IRRELEVANT TO THE QUESTION. AWARD 1 MARK IF ANYTHING AT ALL HAS BEEN WRITTEN.</i></p> |
| Section Total [26 Marks] | | | |

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