

Psychology

General Certificate of Secondary Education

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

Mark Scheme for January 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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 19 and 23 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	(a)	1 mark for 'female'.	1	Do not accept other terms meaning female eg girl. Accept the first answer only.	1 x AO2 (F-G)
	(b)	1 mark for '(enjoys) playing rugby' (or similar response eg 'likes rugby') or 1 mark for 'she is very competitive' (or similar response eg 'likes to compete').	1	Do not accept rewording of information in source eg 'she likes to win', 'she likes physical activities'. Do accept one word response with key word ie rugby, competitive Accept the first answer only.	1 x AO2 (F-G)
	(c)	1 mark for 'she is very sensitive to others' needs' (or similar response eg 'sensitivity') or 'she helps care for her elderly grandmother' (or similar response eg 'cares for others').	1	Do not accept rewording of information in source eg 'she shows empathy towards others', 'she looks after her elderly grandmother' Do accept one word response with key word ie sensitive, caring Accept the first answer only.	1 x AO2 (F-G)
2		1 mark for each of the following features of the complex; <ul style="list-style-type: none"> • occurs in phallic stage/between 3 and 6 • role of unconscious (accept sub-conscious) • lust/desire (not simply liking/loving) mother – accept alternative (more colloquial) ways of expressing this 	2	For full marks the response does not need to refer explicitly to boys/males/etc but should not refer to girls/females/etc If the complex is described in relation to girls/females/etc, then limited to 1 mark (as long as there are two correct features). If one correct feature but related to girls, then no marks.	2 x AO1 (C-E) (A*-B)

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> resentment of father and reason for this eg possession of mother/larger penis fear of father and reason for fear eg loss of penis, finding out about lust for mother – accept ‘castration anxiety’ alone for this identification with father (accept alternative ways of expressing this) <p>1 mark for a brief or basic response eg ‘when boys have castration anxiety’, ‘boys lust after their mothers’.</p> <p>2 marks for a more detailed and developed response eg ‘when boys lust after their mothers (1) but experience castration anxiety (1)’, ‘it leads to boys identifying with their same sex parent (1) after going through the phallic stage of development (1)’, ‘an unconscious anxiety (1) about losing your penis (1)’.</p>		If features of Electra complex described then no marks (unless they apply to Oedipus as well eg phallic stage, identifying with same sex parent).	

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>1 mark for each correctly placed term as shown below;</p> <p>“The biological theory states that males and females have different gender roles because of different sex chromosomes. In males these chromosomes are <u>XY</u> and in females they are <u>XX</u>. Males and females also produce different levels of <u>hormones</u> which means they behave differently. Males produce more <u>testosterone</u> than females.”</p>	4	<p>If candidate does not literally fill in the gaps but chooses an alternative way of showing which answers go where then credit accordingly.</p> <p>If candidates write 'oestrogen' or 'testosterone' in the 3rd gap then this should be credited with 1 mark. However, in the case of a candidate who uses 'testosterone' in the 3rd gap they will not be able to gain further credit if they use the term for the 4th gap as well.</p>	4 x AO1 (F-G) (F-G) (F-G) (F-G)
4		<p>1 mark for a brief or basic criticism eg 'it ignores the idea gender may be learnt', 'it doesn't explain how gender roles change'.</p> <p>2 marks for a more detailed and developed criticism eg 'research shows cross-cultural differences in gender roles (1) yet evolution suggests that the male behaviour should be universal and female behaviour should be universal (1)', 'the theory suggests that men would be similar because of identical chromosomes and similar hormone levels (1) yet men show a range of gender roles despite these similarities (1)'.</p>	2	<p>Be careful not to credit statements which are essentially descriptive eg it concentrates on biological factors. However, a descriptive comments can be back-credited if it supports the criticism being made eg 'The biological theory believes that gender is fixed by chromosomes (1) but evidence shows that people can change their gender roles over their lifetime (1)'</p> <p>It is acceptable to credit the idea the biological theory <i>only</i> focuses on certain factors but the 2nd mark would have to be for what it ignores, or an example which illustrates this.</p> <p>Do not credit the notion that the theory cannot explain atypical gender development – it can.</p>	2 x AO2 (C-E) (A*-B)

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Do not credit responses which simply suggest the theory ignores other theories whether specific or general.</p> <p>Do accept the point that biological theory struggles to explain the occurrence of androgyny (in 'normal' population).</p> <p>Be careful not to double-credit responses which repeat the same point twice eg 'the theory ignores the environment – for example a male brought up in a feminine environment may be more feminine'.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		Credit 1 mark for each relevant feature of ~ the study eg aim (to see if gender is a product of nature or nurture), background (Bruce lost his penis in an operation that went wrong), methodology (he was observed and interviewed over time, he was raised as a girl), findings (Brenda initially adapted well to her feminine gender role, Brenda had a masculine gender identity in puberty), conclusion (Bruce's biological sex determined his gender rather than his upbringing).	4	<p>To award full marks both procedure and findings/conclusion need to be covered, but this does not have to be a balanced coverage. In this case, background counts as procedure.</p> <p>Candidates can include the early work of Money in their description but for full marks must acknowledge the findings and/or conclusions of Diamond & Sigmundson.</p> <p>The aim and conclusion should not be credited separately if they essentially use same ideas eg 'the aim was to investigate the role of nature and nurture in gender development', 'the conclusion was that nature affected gender development more than nurture' (as opposed to 'the conclusion was that the impact of the environment could not outweigh the effects of sex chromosomes').</p> <p>A conclusion must be related to gender development to earn credit.</p>	<p>4 x AO1 (F-G) (F-G) (C-E) (A*-B)</p> <p>If full marks are to be awarded then description needs accuracy, detail and coherency.</p>
Section A Total			15		

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	1 mark for 'Leo'	1	Accept the first answer only.	1 x AO2 (C-E)
	(b)	1 mark for 'Violet'	1	Accept the first answer only.	1 x AO2 (F-G)
	(c)	1 mark for 'Henry'	1	Accept the first answer only.	1 x AO2 (F-G)
7		<p>1 mark for each correctly matched pair of boxes as shown below;</p>	2	Subtract 1 mark for each additional line drawn beyond 2 required.	2 x AO1 (F-G) (F-G)

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>1 mark for a brief or basic response eg 'he ignores multiple attachments', 'critics say there is a sensitive period for attachment'.</p> <p>2 marks for a more detailed and developed response eg 'he ignores multiple attachments (1) – for example, an infant may have a strong attachment to both a mother and father (1)', 'there is evidence that the effects of deprivation are reversible (1) which goes against Bowlby's idea of permanent damage resulting from early separation (1)'.</p>	2	<p>Do not credit statements which are essentially descriptive eg 'he argued attachments are instinctive' unless it is paired with a further criticism eg 'Bowlby said attachments happen instinctively (1) but critics say that it could be learned through reinforcement (1)'</p> <p>Do credit '<i>only</i> believes in monotropy', '<i>just</i> focuses on instinct' or similar evaluative comments. However, do not accept <i>only/just</i> believes in critical period – here the candidate needs to be clearer on the limitation eg the idea that attachments must happen at a certain time is limited/extreme/too narrow.</p>	2 x AO2 (F-G) (C-E)
9	(a)	<p>1 mark for each accurate effect of deprivation from the following list:</p> <ul style="list-style-type: none"> emotional disturbance (or similar) or 2 separate marks for two specific examples eg feelings of insecurity, issues with trust, anxiety, easily upset behavioural problems (or similar) or 2 separate marks for two specific examples eg clingy/needy, disruptive/naughty, attention seeking mental disorder (or similar) or 2 separate marks for two specific examples eg depression, (school) phobia criminal/delinquent behaviour (max 1 mark) 	2	<p>Be careful not to double credit the same or very similar effects eg lack of remorse at doing wrong & affectionless psychopathy, struggles with future relationships & more prone to getting divorced.</p>	2 x AO1 (F-G) (C-E)

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • aggression/violence/anger/etc (max 1 mark) • problems forming/maintaining relationships (eg romantic relationship, friendships, familial relationships (max 1 mark) 			
	(b)	<p>1 mark for each accurate effect of privation from the following list:</p> <ul style="list-style-type: none"> • developmental problems or separate marks for stating or giving examples relating to problems with <ul style="list-style-type: none"> – development of language/communication skills – development of motor skills – intellectual/cognitive development – physical development – social development – emotional development • mental disorder (or similar) or 2 separate marks for two specific examples eg psychopathy, depression • criminal/delinquent behaviour (max 1 mark) • aggression/violence/anger/etc (max 1 mark) • problems forming/maintaining relationships (eg romantic relationship, friendships, familial relationships (max 1 mark) 	2	Be careful not to double credit the same or very similar effects eg uncoordinated & poor motor skills, problems with speech & poor communication skills.	2 x AO1 (F-G) (C-E)

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>1 mark for simply identifying an area or areas of application eg hospitals, nurseries, parenting.</p> <p>1 mark for each brief or basic response eg 'parents spend more time with children', 'Dads now get involved in childcare', 'children are not left alone in hospitals', 'people choose nurseries carefully', etc. Up to 4 marks can be given for a detailed and developed response eg 'Research shows that skin-to-skin contact can help in the early attachment process (1). For this reason, midwives (1) are keen that new born babies go to their mothers as quickly as possible (1) as the opportunity to bond quickly is thought to improve the relationship between mother and child (1)'.</p>	4	<p>Maximum of 1 mark for listing areas of application.</p> <p>NB Candidates can be credited for covering more than one area of application as long as there is some level of description.</p> <p>If candidate offers a description which suggests application but is not contextualised then a maximum of 1 mark. Context can be by area (eg in nurseries) or by people involved (eg social workers, neglected children).</p>	<p>4 x AO2 (F-G) (C-E) (A*-B) (A*-B)</p> <p>Only credit full marks if the response is coherent and has some level of depth ie do not credit 4 brief, unconnected statements – although candidates can cover more than one application.</p>
Section B Total			15		

Question		Answer	Marks	Guidance	
				Content	Levels of response
11	(a)	1 mark for 'Harry heard his Science teacher say that the class had homework' or similarly worded response.	1	The word 'heard' or a derivative of it needs to be in the answer. Accept the first answer only.	1 x AO2 (C-E)
	(b)	1 mark for 'a Science programme...reminded him what he had to do' or similarly worded response.	1	The word 'reminded' or a derivative of it needs to be in the answer. Accept the first answer only.	1 x AO2 (A*-B)
12	(a)	1 mark for circling 'false'	1	No credit if both options circled.	1 x AO3 (F-G)
	(b)	1 mark for circling 'true'	1	No credit if both options circled.	1 x AO3 (F-G)
	(c)	1 mark for circling 'false'	1	No credit if both options circled.	1 x AO3 (F-G)
13		1 mark for identifying one general area of application of research into memory eg 'memory aids', 'when advertising', 'use of eye witness testimony', 'in classroom' or specific eg 'method of loci', 'repetition of advertising slogans', 'police reconstructions'. Plus 1 mark for some elaboration on the application eg 'in schools (1) teachers encourage students to make material more meaningful to increase chances of remembering it (1)', 'method of loci (1)	3	If candidate offers more than one way of using research then credit best one. Rule of thumb for candidates identifying specific memory aids: 1 mark for identifying the memory aid 1 mark for description/example of memory aid 1 mark for explanation of how the memory aid works If memory aids are used, then only credit active memory aids not passive memory aids eg something reminding a person of childhood would be passive.	3 x AO2 (F-G) (C-E) (A*-B) For full marks, the response needs to be coherent and demonstrate some level of psychological understanding (rather than common sense).

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>involves using a familiar route to help to memorise a list (1) 'eye witness testimonies (1) can be improved by taking witnesses back to the scene of a crime (1)',</p> <p>Or plus 2 marks for a well elaborated application eg 'we can colour code topics to help them revise for exams (1) as each colour acts as a cue (1) to help to trigger the information written in that colour (1)', 'advertisers (1) purposefully make adverts bizarre (1) so people have to deep process them meaning they are more likely to remember the product (1)'.</p>			
14			<p>1 mark for labelling (i) as 'rehearsal'</p> <p>1 mark for labelling (ii) as 'sensory memory'</p> <p>1 mark for labelling (iii) 'short term memory'</p> <p>1 mark for labelling (iv) as 'long term memory'.</p>	4	<p>Also accept 'sensory store' or 'sensory buffer' or 'sensory' for sensory memory.</p> <p>Also accept 'STM' or 'short term store' or 'short term' for short term memory.</p> <p>Also accept 'LTM' or 'long term store' or 'long term' for long term memory.</p> <p>Also accept 'maintenance rehearsal' or 'rehearsal loop' or 'elaborative rehearsal' for rehearsal.</p> <p>Do not accept 'repetition' instead of 'rehearsal'.</p> <p>Accept the first label only.</p>	4 x AO1 (F-G) (F-G) (C-E) (C-E)

Question		Answer	Marks	Guidance	
				Content	Levels of response
15		<p>1 mark for each brief, relevant evaluative comment, or up to 3 marks for one elaborated evaluative comment, or a combination of both.</p> <p>Evaluation points may focus on ignoring individual differences (too rigid), artificiality of research, overemphasis on rehearsal, ignoring the significance of meaning, the simplicity of unitary stores.</p> <p>Evaluation can include looking at evidence but it must be made clear how research either supports or challenges the theory.</p>	3	<p>Evaluation points can be positive as well as negative.</p> <p>Be careful not to credit description of the model.</p> <p>Evaluation can include looking at evidence but it must be made clear how research either supports or challenges the theory.</p> <p>Do not credit the idea that the model is simplistic – to earn this mark, the candidate must explain how it is simplistic ie that STM/LTM may not be unitary stores.</p>	3 x AO2 (C-E) (A*-B) (A*-B)
Section C Total			15		

Question		Answer	Marks	Guidance											
				Content	Levels of response										
16		<p>1 mark for each correct table entry as shown below;</p> <table border="1"> <thead> <tr> <th>Type of Phobia</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>School phobia</td> <td>Atypical fear of attending school.</td> </tr> <tr> <td>Arachnophobia</td> <td>Atypical fear of spiders</td> </tr> <tr> <td>Acrophobia</td> <td>Atypical fear of heights.</td> </tr> <tr> <td>Agoraphobia</td> <td>Atypical fear of open spaces/being outside/being in place where escape is difficult</td> </tr> </tbody> </table>	Type of Phobia	Definition	School phobia	Atypical fear of attending school.	Arachnophobia	Atypical fear of spiders	Acrophobia	Atypical fear of heights.	Agoraphobia	Atypical fear of open spaces/being outside/being in place where escape is difficult	3	<p>In the case of agoraphobia, please recognise that this is a complex phobia so there are many possible ways of defining it besides those listed.</p> <p>Credit is being given for the object/situation which is feared not the complete phrase eg candidate can say 'scared of spiders', 'afraid of being outside'. Do not credit stimulus alone.</p> <p>Accept mis-spellings of acrophobia but only where it is unlikely to be any other type of phobia eg accept 'accrophobia' but not 'acoraphobia'.</p> <p>Accept the first answer (in each box) only.</p>	3 x AO1 (F-G) (C-E) (A*-B)
Type of Phobia	Definition														
School phobia	Atypical fear of attending school.														
Arachnophobia	Atypical fear of spiders														
Acrophobia	Atypical fear of heights.														
Agoraphobia	Atypical fear of open spaces/being outside/being in place where escape is difficult														
17		<p>Responses are likely to focus on methods such as systematic desensitisation, flooding, implosion.</p> <p>Do credit cognitive-behavioural methods as long as there is some reference to behaviour change.</p> <p>1 mark for identifying a behavioural technique, whether by name or by outlining the technique eg 'you could make Amanda face her worst fear'.</p>	4	<p>If no application to Amanda's fear of flying then limited to 3 marks.</p> <p>If just a reference to Amanda's fear of flying eg using her name in answer or naming her phobia – then limited to 3 marks.</p> <p>Application to Amanda's fear of flying requires a relevant outline of situation or stimulus that may be used in the therapy, or an outcome of the therapy that relates to overcoming a fear of flying rather a fear generally.</p>	4 x AO2 (F-G) (C-E) (A*-B) (A*-B)										

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Plus 1 mark for an outline or additional detail eg 'fear of flying can be treated by flooding patients (1) for example making a client go on a real plane journey (1)' or 'you can draw up a list of things that an individual fears (1) and make them face these step by step making it worse and worse (1)'.</p> <p>Or plus 2 marks for a more detailed outline or a developed response. eg 'implosion therapy (1) would involve Amanda imagining her most feared situation such as being on a plane during a storm (1) until she forms a new association with it (1)'.</p> <p>Or plus 3 marks for a developed response which gives a complete description of the chosen therapy eg 'You could use systematic desensitisation on her (1). First you would construct an anxiety hierarchy (1) then take her through the stages She may start with being in an airport waiting lounge and gradually building up to boarding a plane to fly somewhere learning to relax at each stage she goes through (1). By the final stage, she should have formed a new association between flying and being relaxed (1).'</p>		<p>If more than one technique is offered then credit highest scoring one.</p> <p>Do credit 'facing fear' in the absence of any other creditworthy commentary.</p> <p>Do not credit the term 'classical conditioning' as a therapy – a description of the process (as used in the context of the therapy) needs to be given to earn marks.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		1 mark for defining the concept of preparedness (and relating to fear) Plus 1 mark for recognising this is instinctive/innate/biological or evolutionary/related to survival.	2	Be careful not to credit the term 'preparedness' itself or derivations of it eg 'being prepared'.	2 x AO1 (A*-B) (A*-B)
19		AO1 marks for key concepts such as learning/experience, classical conditioning/learning by association, unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus, conditioned response, stimulus generalisation, etc. AO2 marks for evaluation points such as cannot explain phobias in the absence of experience, ignores the role of social learning, ignores cognitive factors that mediate experiences, ignores the evidence for phobias being innate, etc.	6	Only credit 5 or 6 marks (top band) if the explanation is explicitly applied to phobias. If the response consists only of a diagram then limit to 2 marks – 2 for an accurate diagram with labels or 1 mark for a partially accurate diagram with some labelling. However, if the diagram is part of a written response then the full range of marks can be awarded – but be careful not to double credit detail in the diagram and in the written description. If candidate identifies the role of experience through an example/study then credit 1 mark – whether explicit or not. Notion of learning/conditioning/ experience/exposure/etc earns max of 1 mark. Reference to classical conditioning and learning by association count as the same thing so only credit once.	4 x AO1 2 x AO2 (F-G) (F-G) (C-E) (C-E) (A*-B) (A*-B) 5 – 6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly. 3 – 4 marks: There is description of at least one key concept. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief. Quality of written communication is at least satisfactory, using some psychological terms. There are few

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Rule of thumb: each stage of classical conditioning (eg UCS/UCR) can be credited with 1 mark as part of a description.</p> <p>Evaluation can include use of evidence but it must be clear how research supports or challenges the theory.</p>	<p>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. Evaluation may be present but will be simple and/or brief. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p>
			Section D Total	15		

Question		Answer	Marks	Guidance	
				Content	Levels of response
20		1 mark for ticking 'authoritarian'.	1	If more than one box ticked, then zero marks.	1 x AO1 (F-G)
21		<p>1 mark for identifying an institution where research may be applied eg schools, prisons, armed forces, etc</p> <p>Plus 1 mark for identifying a way/ technique for keeping order eg 'putting people in charge in uniforms', 'making sure rule breaking in punished' eg 'to make sure children follow rules by establishing a hierarchy (1) in schools (1)',</p> <p>Or plus 2 marks for a well elaborated application eg 'putting people in charge in uniforms (1) to give them more status and power such as when police (1) wear uniforms when patrolling an area (1)' 'to keep soldiers in line (1) it is important that any defiance is seem to be punished (1) to act as a deterrent to others (1)'.</p>	3	<p>Award of a maximum of 1 mark if the application is not described within a clear context.</p> <p>If candidate offers more than one way/technique of using research then credit best response.</p> <p>NB It is permissible to credit use of rewards but this should not be confused with authority (power to punish).</p>	<p>3 x AO2 (F-G) (C-E) (A*-B)</p> <p>For full marks, the response needs to be coherent and demonstrate some level of psychological understanding (rather than common sense).</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
22	(a)	<p>1 mark for a brief or basic explanation eg 'because of consensus', 'because she is copying others'.</p> <p>2 marks for a more developed explanation eg 'Jenna is influenced by consensus (1) because she does not want to stand out for being naughty (1)'.</p> <p>3 marks for a detailed and developed explanation eg 'Jenna may observe other children being rewarded for being good (1) and through vicarious reinforcement (1) chooses to be good so that she is also rewarded (1)', 'Jenna may want to conform to other children (1) and so follows the norm of behaving (1) so that she fits in with her peers (1)'.</p>	3	<p>If the explanation does not make an explicit reference to Jenna's case then limit to 2 marks. Referring to her name is not enough to qualify for full marks.</p> <p>The response must go beyond common sense to be awarded 2 or more marks.</p>	3 x AO2 (C-E) (A*-B) (A*-B)
	(b)	<p>1 mark for a brief or basic explanation eg 'then they would have more power to punish her', 'because she would be afraid of her parents'.</p> <p>2 marks for a more developed explanation 'authority is about the power to punish (1) so Jenna needs to learn there are consequences to her bad behaviour (1)'.</p> <p>3 marks for a detailed and developed explanation eg 'if Jenna understood that her parents would punish her bad</p>	3	<p>If the explanation does not make an explicit reference to Jenna's case then limit to 2 marks. Referring to her name is not enough to qualify for full marks.</p> <p>The response must go beyond common sense to be awarded 2 or more marks.</p> <p>Do not credit references to reward here as this is not related to authority which is more about having the power to punish.</p>	3 x AO2 (C-E) (A*-B) (A*-B)

Question		Answer	Marks	Guidance	
				Content	Levels of response
		behaviour (1) then she would consider the consequences of it (1) and decide to avoid the negative outcomes by being obedient (1)', 'Jenna's parents need to punish her more severely (1) then she will learn that they have authority over her (1) otherwise she has no incentive to behave herself (1)'.		This is a question about situational factors so candidates should not receive credit for reference to dispositional factors eg the role of authoritarian personality in obedience.	
23		<p>AO1 marks for reference to features of the study, such as: the aim (to investigate the effect of uniform on obedience, the sample (opportunistic sample of pedestrians), the method (field experiment), the location (streets of New York), the IV (type of uniform), the controls (using same confederates in different uniforms), the DV (% of participants picking up litter, etc), the findings (people in guard uniform were obeyed more than people dressed as civilians), the conclusion (uniform gives people the appearance of authority leading to higher rates of obedience).</p> <p>AO3 marks for valid evaluation points such as: high ecological validity, lack of control of extraneous variables/effect of extraneous variables, cultural bias, gender bias of confederates, ethical issues, etc.</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>It is enough to credit results where the pattern/trend of obedience between conditions is obvious eg where percentages are not given nor exact.</p> <p>Do credit evaluation points focusing on the date of the study – as a social psychology experiment it could be considered historically biased.</p>	<p>5 x AO1 5 x AO3 (F-G) (F-G) (F-G) (C-E) (C-E) (C-E) (C-E) (A*-B) (A*-B) (A*-B) (A*-B)</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. 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</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1-3 marks: There is a brief reference to one or more key features of the study. Key features may be described in simplistic ways. There may be some attempt at evaluation but it will be weak. Quality of written communication can be basic, using few if any psychological terms.</p> <p>There can be some errors in spelling, punctuation and grammar.</p>
			Section E Total	20		

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@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 2012

