

Psychology

General Certificate of Secondary Education **1989/03**

Paper 3

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils 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 2010

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

Section A

Social Psychology

Answer **all** the questions in this Section.

Question		Expected Answer	Mark	Rationale/Additional Guidance
Source A: Environment and Behaviour				
		<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. 		
1	(a)	<p>From the Source:</p> <p>State the aim of the psychologist's research.</p> <p>To find out how students reacted when their <u>usual</u> seats were occupied (by another person whilst they were out of the classroom).</p>	[1]	Responses must be quotes from the source.
	(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 their seats NB: 0 marks – students arrived early.</p>	[1]	It there is no mention of <u>usual</u> and <u>early</u> no marks should be awarded

Question	Expected Answer	Mark	Rationale/Additional Guidance
2	<p>Describe what is meant by the term ‘territory’.</p> <p>Likely answer: A (physical) area(which is generally immovable) and which is owned or occupied by an individual, group or society who mark and defend/protect it.</p> <p>1 mark – vague/partial answer eg a physical area. 2 marks – clear, accurate definition.</p>	[2]	
3	<p>Describe the <u>three</u> basic types of territory listed below:</p> <p>Primary: An area over which a person has relatively complete control.</p> <p>1 mark – vague/ partial answer, mere example eg a person’s bedroom. 2 marks – clear accurate description.</p> <p>Secondary: An area over which a person has only partial control, perhaps for a short period of time.</p> <p>1 mark – vague/partial answer, mere example eg a desk in a classroom. 2 marks – clear, accurate description.</p> <p>Public: An area which is accessible to anyone/no one individual or group has an exclusive right to occupy the area, an area obtained through a ‘first come, first served’ basis. 1 mark – vague/partial answer, mere example eg a park bench. 2 marks – clear, accurate description.</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
4	<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, <u>which surrounds us.</u></p>	[2]	
5	<p>(a) Describe <u>one</u> study into personal space.</p> <p>Most likely from: 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. NB maximum of 3 marks if no reference to findings.</p>	[4]	No more than 2 marks can be gained for answers referring to studies done by themselves in class.

Question	Expected Answer	Mark	Rationale/Additional Guidance
(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 consent. 2 marks – accurate evaluate of an appropriate criticism in relation to the described study.</p>	[2]	The criticism must refer to the study described in (a) even if the study is wrong.
	Section Total:	[18]	

Section B

Behavioural Psychology

Answer **all** the questions in this Section.

Question		Expected Answer	Mark	Rationale/Additional Guidance
Source B: Phobias				
		<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>		
6	(a)	<p>From the Source:</p> <p>State what Simon was frightened of doing.</p> <p>Flying, getting on the plane</p>	[1]	
	(b)	<p>State why Simon's parents decided not to buy him another present.</p> <p>Because it would reinforce his behaviour / similar appropriate answer.</p>	[1]	Responses must clearly refer to the source.

Question	Expected Answer	Mark	Rationale/Additional Guidance
7	<p>In Source B, Simon's phobia began through classical conditioning.</p> <p>(a) Use the Source to identify the following:</p> <ul style="list-style-type: none"> The unconditioned response (UCR) (<u>fear response</u>) – <u>crying, screaming</u> The conditioned stimulus (CS) (<u>the</u>) <u>plane/the toy</u> The conditioned response (CR) (<u>fear response</u>) – <u>crying, screaming</u> 	<p>[1]</p> <p>[1]</p> <p>[1]</p>	
	<p>(b) Suggest a possible unconditioned stimulus (UCS) for Simon's phobia.</p> <p>Likely answers: threat, pain, loud noise e.g. engine noise, height, flying, separation from parents.</p> <p>1 mark for any suitable suggestion that can be considered an <u>instinctive</u> response.</p>	[1]	
8	<p>(a) 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.</p> <p>1 mark – vague or partial answer eg description of operant conditioning with no link to phobias.</p> <p>2 marks – accurate explanation of operant conditioning linked to the development of phobias.</p>	[2]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p>Describe <u>one</u> 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]	
9	<p>Explain <u>two</u> ethical issues which must be considered when conducting psychological research into phobias.</p> <p>Any <u>two</u> 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 <u>contextualised</u>.</p>	[2+2] [4]	The issue may be elaborated through reference to a known study into phobias e.g. little Albert.

Question	Expected Answer	Mark	Rationale/Additional Guidance
10	<p>Explain <u>one</u> application of research into phobias.</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> Research has shown that phobias can be learned through classical conditioning/operant conditioning/social learning theory. If they can be learned through these processes, they can be unlearned using the same process so the phobia can be extinguished. Research has shown phobias may be caused by unconscious forces. Individuals subconsciously use defence mechanisms such as repression, displacement, and/or projection to protect their ego. If the cause of the phobia can be discovered through therapy the individual becomes aware of the reason for their fear and appropriate treatment programmes (eg CBT, systematic desensitisation) can be instigated. Other appropriate application. <p>1 mark – an appropriate application is barely discernable eg research has led to treatment programmes, behaviour can be unlearned, with no links to phobias.</p> <p>2 marks – a brief or basic description of an appropriate application eg research shows that if behaviour can be learned then it can be unlearned in the same way, with no links to phobias.</p> <p>3 marks – a more detailed description of an appropriate application, linked to phobias, showing reasonable understanding eg SLT has shown that phobias can be learned through observation, imitation and reinforcement. If they can be learned this way they can be unlearned in the same way.</p>	[4]	<p>Mere description of a research study into phobias e.g. little Albert is no credit worthy unless the candidate goes onto explain how the findings have been used/applied.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>4 marks – a detailed description of an appropriate application, linked to phobias, showing good understanding eg operant conditioning has shown phobic behaviour can be learned as a result of the consequences it brings. If it brings a pleasant consequence, it is reinforced and will continue. This suggests that if an individual is rewarded for courageous rather than phobic behaviour, the phobia can be unlearned and thus extinguished.</p> <p>NB: maximum of 3 marks if no link to phobias.</p>		
	Section Total:	[18]	

SECTION C**Developmental Psychology**

Answer **all** the questions in this Section.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Source C: Cognitive Development</p> <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>		
11	<p>From the Source:</p> <p>(a) State how old the participants were.</p> <p>Between 4 and 6 years old.</p>	[1]	Responses must be direct quotes from the source/
	<p>(b) State the percentage of children who gave the correct answer.</p> <p>50% (gave the correct answer).</p>	[1]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
12	<p>Below are <u>two</u> 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> <p style="text-align: center;"> <input checked="" type="radio"/> TRUE FALSE TRUE <input checked="" type="radio"/> FALSE </p>		
(a)	<p>A typical 3-month old child would look for a toy after it was put away in a cupboard.</p> <p style="text-align: center;">TRUE <input checked="" type="radio"/> FALSE</p>	[1]	
(b)	<p>A typical 7-year old is able to see a situation from another person's point of view.</p> <p style="text-align: center;"><input checked="" type="radio"/> TRUE FALSE</p>	[1]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
13	<p>(a)</p> <p>Concrete operational:</p> <p>Answers are likely to refer to:</p> <ul style="list-style-type: none"> • occurs between ages 7-11 • child is no longer egocentric • child develops the ability to de-centre • child develops the ability to conserve • child's thinking shows reversibility • child can think in a logical sequence but only with actual objects • other appropriate features. <p>1 mark for each feature up to a maximum of 3 marks.</p>	[3]	<p>listing features that develop in other stages should not be credited e.g. has object permanence cited in the concrete operational stage.</p>
	<p>(b)</p> <p>Formal operational:</p> <p>Answers are likely to refer to:</p> <ul style="list-style-type: none"> • occurs from 11 years onwards • child can manipulate ideas in its head/think in the abstract • child can solve problems in a systematic way • thinking becomes increasingly complex, flexible, with greater levels of abstraction • other appropriate features. <p>1 mark for each feature up to a maximum of 3 marks.</p>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
14	<p data-bbox="331 228 840 260">Piaget used children in his research.</p> <p data-bbox="331 292 1120 355">Describe one problem of using children in psychological research.</p> <p data-bbox="331 395 1137 563">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 data-bbox="331 603 1137 667">1 mark – basic description or mere identification of appropriate problem eg child may not be able to talk; stress.</p> <p data-bbox="331 707 1164 906">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/explanation of problem</p>	[2]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
15	<p>Describe and evaluate <u>one</u> of Piaget's studies into cognitive development.</p> <p>(a) Description: <u>One</u> 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 and Donaldson etc or research into morality. 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, 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. NB maximum of 3 marks if no reference to findings</p> <p>(b) Evaluation: Likely answers: limitations of sample (his own children), methodology (clinical interviews, laboratory experiments, demand characteristics etc), ethics (consent, right to withdraw, stress), other studies which criticise Piaget's (Bower & Wishart, Rose & Blank, Hughes, McGarrigle & Donaldson) etc.</p> <p>1 mark – very basic common sense idea, issue merely identified eg caused children stress, used a laboratory experiment. 2 marks – sophisticated evaluation of one issue relating to the research described in part (a) or basic outline of two appropriate points eg the children were caused stress, Piaget used laboratory experiments which are low in ecological validity.</p>	<p>[4]</p> <p>[2]</p>	<p>Description of Piaget's staged theory of cognitive development is not creditworthy.</p>
	Section Total:	[18]	

SECTION D**Behavioural Psychology**

Answer **all** the questions in this Section

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Source D: Aggression</p> <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>		
16	<p>(a)</p> <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]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(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]	
17	<p>The study in the Source was a laboratory experiment.</p> <p>Outline <u>one</u> 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>The advantage can be elaborated through reference to the source.</p> <p>The disadvantage can be elaborated through reference to the source.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
18	<p>Outline <u>one</u> cultural difference in levels of aggression.</p> <p>Likely answers may refer to cultures such as Iraq (conflict), the Amish (stress non-violence), USA v Russia (independence v co-operation).</p> <p>1 mark for identifying two different cultures. 1 mark for the difference in levels of aggression. NB Two different cultures must be clearly identified, otherwise a difference cannot be described.</p> <p>eg Cultures such as Iraq, where there is continual conflict between groups tolerate higher levels of aggression than cultures such as (eg) the Danish where there is little open conflict between groups.</p>	[2]	
19	<p>(6 marks are available for the Quality of Written Expression)</p> <p>(a) Describe 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]	<p>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.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p>Evaluate the social learning theory of aggression in terms of non-behavioural explanations.</p> <p>Evaluation: Answers likely to refer to biological theory/evolutionary theory/psychoanalytic theory/biopsychological theory – frustration-aggression theory.</p> <p>1 mark – mere identification of one or more alternative explanations. 2 marks – mere description of an alternative explanation, mere evaluation of SLT without reference to an alternative explanation. 3 marks – limited description of one alternative explanation with some link to SLT, or 2 limited alternative explanations. 4 marks – good description of two or more alternative explanations, which may be linked to SLT.</p> <p>Written Communication</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>	<p>[4]</p> <p>[6]</p>	<p>The two explanations could be both linked to one alternative explanation e.g. genes and hormones.</p> <p>NO MORE THAT 2 MARKS CAN BE GAINED IF THE ANSWER IS IRRELEVANT TO THE QUESTION. AWARD 1 MARK IF ANYTHING AT ALL HAS BEEN WRITTEN.</p>
	Section Total:	[26]	

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

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