



GCSE

Psychology

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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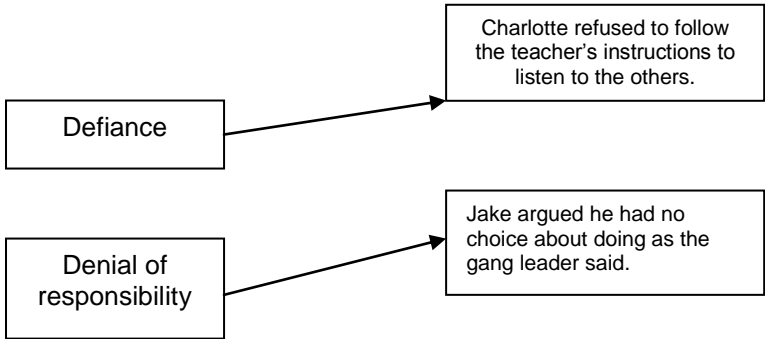
Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
VG	Vague
BOD	Benefit of doubt
NBOD	No benefit of doubt
KU	Knowledge and understanding
IRRL	Significant amount of material which doesn't answer the question. Use this also to annotate pages which are not blank but have no creditworthy comment.
EXP	Expansion of point
E	Evaluation
	Band down/cap mark
	Cross
	Caret sign to show omission
	Unclear
	Slash
BP	Blank page

Question	Answer	Marks	Guidance
1	1 mark for ticking 3 rd box (separation protest). 1 mark for ticking 4 th box (stranger anxiety).	2	Subtract 1 mark for each box ticked over the two required.
2(a)	1 mark for knowing this is a reference to a bond/attachment with a caregiver/parent/person or similar. 1 mark for knowing this is a primary/special/significant (or similar) bond/attachment.	2	Do not credit the idea that only one bond occurs.
2(b)	1 mark for knowing this is a period when an attachment <u>must</u> happen. 1 mark for knowing the duration – first 3 years of an infant's life (starting at 0/6 months).	2	To award the 2 nd mark it must be clear that it is the first 3 years and not any 3 years. The candidate must be accurate when quoting the age range but do still credit 3 rather than 3 years. Please do not credit the negative consequences of not attaching in the critical period as a substitute for the 1 st mark.
2(c)	1 mark for knowing instinct relates to nature/is innate/ evolutionary/automatic or similar. 1 mark for relating this to survival/security or similar.	2	
3	Candidates are likely to describe Hazen & Shaver's study as reflected in the example below. However, do credit other relevant studies such as Ainsworth's Strange Situation or case studies of deprivation/privation e.g. Czech twins. Credit 1 mark for each relevant feature of the study e.g. method (questionnaire), sample (newspaper readers from USA aged 14-82), variables (attachment type, quality of adult intimate relationships), types of questioning (closed/multi-choice), findings (secure attachments led to the most successful relationships), conclusion (there is a relationship between infant attachment types and type of adult relationship). To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.	4	For full marks, the response must be coherent, accurate and detailed. If Ainsworth is used credit in similar way e.g. aim (to investigate different attachment types), method (lab experiment), sample (100 middle class families with 1-2 year olds) etc but be aware the procedure and findings could be detailed enough to attract more than 1 mark each.

Question	Answer	Marks	Guidance
4	<p>1 mark for identifying an area of real life where research would be used e.g. hospitals, nurseries, childbirth.</p> <p>Plus up to 2 further marks for one practice with an explanation.</p> <p>e.g. 'visitation in hospitals (1) parents are now allowed to stay over with sick children (1) as well as visit them more flexibly than adults (1)'.</p> <p>e.g. 'in nurseries (1) children are given one key worker rather than being looked after by lots of different staff (1) reducing the likelihood of separation protest (1)'.</p>	3	<p>The focus is on the practice not the area of application but given the nature of the question assess all practices covered to credit best one.</p> <p>If the area of application is not made explicit it can still be credited if discernible from what is described.</p> <p>Do check the feasibility of explanation e.g. allowing parents to stay over with sick children is <u>not</u> about reducing risk of deprivation.</p>
5(a)	1 mark for any relevant example relating to a trait (e.g. caring), a role (e.g. a nurse) or an activity (e.g. does the cooking).	1	The sex of the person used in the example is not relevant.
5(b)	1 mark for any relevant example relating to a trait (e.g. aggressive), a role (e.g. a firefighter) or an activity (e.g. playing football).	1	The sex of the person used in the example is not relevant.
6(a)	1 mark for ticking 1 st box (because he had been accidentally castrated).	1	If more than one box ticked then no marks awarded.
6(b)	1 mark for ticking 3 rd box (masculine).	1	If more than one box ticked then no marks awarded.
6(c)	1 mark for ticking 1 st box (gender is biologically determined).	1	If more than one box ticked then no marks awarded.
7(a)	1 mark for any correct chromosome pattern. Likely to be XX or XY but credit atypical patterns e.g. XYY, XXY, XO	1	
7(b)	1 mark for any correctly named hormone e.g. testosterone, oestrogen, androgen, progesterone.	1	
7(c)	<p>1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment, or a combination of both.</p> <p>Evaluation points may focus on ignoring the effects of the environment (nature over nurture), the rise of androgyny, cross-cultural differences in gender roles, variations of behaviour within sexes, changes in gender related behaviour</p>	4	<p>For full marks, the response must be coherent, accurate and detailed.</p> <p>Do not credit the idea that the biological theory cannot explain atypical gender patterns, as it can.</p> <p>If candidates evaluate a study rather than the theory only credit points that would pertain to an analysis of the theory.</p>

Question	Answer	Marks	Guidance
	within an individual, too reductionist, ignores free will, etc.		
8(a)	1 mark for reference to desire for mother (or similar) plus 1 further mark for relating this to Rubin's desire to spend time with or seek attention from his mother. or 1 mark for reference to castration anxiety (or similar) plus 1 further mark for relating this to Rubin telling his father to go away.	2	Only credit one idea or the other as application is needed for full marks. For each idea, the second mark cannot be awarded without the first.
8(b)	1 mark for reference to either the end of the phallic stage or resolution of conflict/complex or identification with mother plus 1 further mark for relating this to Veronica wanting to do activities with her mother or 1 mark for reference to attracting the father plus 1 further mark for relating this to Veronica wanting to do activities like her mother's or 1 mark for reference to baby as penis substitute plus 1 further mark relating this to Veronica helping to look after her baby sister	2	Only credit one idea or the other as application is needed for full marks. For each idea, the second mark cannot be awarded without the first. Do not credit the idea of penis envy as this is not evidenced in the source.

Question	Answer	Marks	Guidance
9	<p>1 mark for each correctly matched pair of boxes as shown below:</p> 	2	For each additional line drawn beyond the 2 required subtract 1 mark.
10	<p>1 mark for identifying authority/power to punish as a factor and 1 further mark for relating this to the parents' presence/participation in games.</p> <p>1 mark for identifying consensus as a factor and 1 further mark for relating this to the cousins' beliefs/behaviours.</p>	4	<p>For each factor, the second mark cannot be awarded without the first.</p> <p>Both factors must be named (not described) for credit.</p>
11	<p>1 mark for knowing that situational factors relate to external/environmental factors or similar.</p> <p>1 mark for knowing that dispositional factors relate to internal/personality factors.</p> <p>1 mark for a further distinction which may be implicit or explicit e.g. dispositional factors focus more on individual factors, according to situational factors anyone can show high levels of obedience, dispositional factors suggest that obedience cannot be easily manipulated, dispositional factors depend on upbringing.</p>	3	It is not enough to list situational factors for the 1 st mark – some level of understanding needs to be demonstrated.

Question	Answer	Marks	Guidance
12	<p>1 mark for identifying a relevant institution e.g. school, prison, armed forces.</p> <p>1 mark for a brief outline of a way of applying research e.g. 'putting guards in uniform', 'teachers punish disobedience', 'army officers model conformity'.</p> <p>1 further mark for explaining the technique e.g. 'putting guards in uniform (1) is a way of indicating power and authority (1)', 'teacher's punish disobedience (1) so that pupils obey to avoid negative consequences (1)'.</p>	3	<p>If the candidate does not explicitly identify an institution (through naming or through the example) the application can be awarded full marks if the response is developed.</p> <p>If more than one way (or one institution offered) then credit first one only.</p> <p>The focus is on the initiative not the area of application but given the nature of the question assess all initiatives covered to credit best one.</p>
13	<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 lack of control of variables, sample bias, lack of construct validity, high ecological validity, ethical issues, etc.</p> <p>Example of 3 mark response: 'The study was unethical because participants were deceived (1) because they were being set up to obey (1) which may also have caused them discomfort if they wanted to ignore the order but felt they could not (1).'</p>	3	Evaluation of findings can be relevant where they pertain to methodological issues.
14(a)	1 mark for circling 'false'.	1	If both options circled then no marks.
14(b)	1 mark for circling 'true'.	1	If both options circled then no marks.
14(c)	1 mark for circling 'false'.	1	If both options circled then no marks.
15	<p>1 mark for a relevant limitation e.g. lack of ecological validity, lack of construct validity, ethical issues related to manipulation of behaviour.</p> <p>1 mark for relating this to the study e.g. phobias may be harder to condition in natural environments, fear of</p>	2	<p>Do not credit the problem of demand characteristics as they do not apply to this particular experiment.</p> <p>Do not credit limitations of the study that do not pertain to experimentation e.g. small sample size, gender/culture bias,</p>

Question	Answer	Marks	Guidance
	rats is a narrow measure of all phobias, Little Albert was clearly given a phobia under experimentation.		etc.
16(a)	1 mark for either flooding or implosion (therapy) or systematic desensitisation.	1	
16(b)	1 mark for classical (conditioning).	1	Do not credit learning by association.
16(c)	<p>1 mark for each key feature of the technique/procedure outlined.</p> <p>For example;</p> <p>For flooding – immersion in worse possible fear, panic subsiding to calm.</p> <p>For systematic desensitisation – building up of anxiety hierarchy, moving gradually through stages, use of relaxation techniques.</p>	2	<p>Do not credit ‘forming new associations’ or similar if it is part of the response as this information is already given in the source.</p> <p>For full marks the response needs to be in the context of treating school phobia e.g. ‘A child could be made to spend a whole day in school following all lessons if that was his worst fear (1) and although this would cause a lot of anxiety to start with this would eventually die down (1)’. Merely using the word ‘school’ in the response would not be enough to secure this.</p>
17	<p>Candidates are likely to answer this question using the behaviourist theory (as detailed below) but the evolutionary theory is also possible. Do credit any valid theory e.g. psychoanalytic theory of displacement, social learning theory.</p> <p><u>For behaviourist theory</u></p> <p>AO1 marks for concepts such as classical conditioning/learning by associate, the role of stimuli, the role of responses, stimulus generalisation, operant conditioning.</p> <p>AO2 marks for evaluative comments such as ignoring role of nature, ignoring the role of thinking, ignoring the significance of indirect experience, the success of therapy.</p>	6	<p>2 AO2 marks can be awarded for one well developed evaluative point. 4 x AO1 2 x AO2</p> <p>5-6 marks: There is a thorough description of more than one concept. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept. Evaluation is valid and well explained. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar are largely accurate. Meaning is communicated clearly.</p> <p>3-4 marks: There is description of at least one key concept. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.</p>

Question	Answer	Marks	Guidance
	<p><u>For evolutionary theory</u></p> <p>AO1 marks for role of instinct, need to survive, concept of preparedness, evolutionary mechanisms.</p> <p>AO2 marks for ignoring the role of the environment, ignoring the role of thinking, inability to explain more bizarre phobias, reducing phobias down to simple stimulus-response patterns.</p>		<p>Evaluation is likely to be present and will be valid. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1-2 marks: There is a brief reference to one or more concepts. Description may be more common sense than technical.</p> <p>Evaluation may not be present and will be basic where it does occur.</p> <p>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No credit worthy material</p> <p>If the candidate offers a diagram of classical conditioning (rather than a description) then maximum of 1 mark if generic or applied to non-phobic behaviours (e.g. salivation in dogs) or maximum of 2 marks if applied to the development of phobic behaviour.</p> <p>Do not credit evidence unless it is <i>used</i> to support/refute theory i.e. do not credit isolated descriptions of studies unless they illustrate something new about the theory.</p> <p>Do not credit examples of learnt behaviours unless they illustrate a feature not already credited.</p> <p>If candidate describes and evaluates a study e.g. Watson & Rayner – only credit those points that pertain to the theory itself.</p>

Question	Answer	Marks	Guidance
			To award a top band mark, the response must be explicitly applied to the development of phobias throughout – examiners need to be especially aware of this where SLT is used. A list of key terms is unlikely to score above the bottom band.
18(a)	1 mark for identification of the memory aid whether explicit (e.g. use of cues, imagery, rehearsal) or implicit (e.g. giving each name meaning).	1	Be careful not to credit in (b) what is credited here already.
18(b)	1 mark for description or further description/explanation of the identified memory aid. 1 mark for applying it to the source i.e. having to remember a lot of names. e.g. ' <u>Nubia could use cues</u> (1) by drawing up a seating plan (1) and using the pupil's position in the plan to trigger their name (1)'. e.g. ' <u>Nubia could repeat the pupil's names from each class</u> (1) over and over (1) until they eventually transfer to her LTM (1)'. e.g. ' <u>Nubia could repeat the pupil's names from each class</u> (1) over and over (1) until they eventually transfer to her LTM (1)'.	2	If description and application do not relate to the memory aid identified then credit part (b) rather than part (a). Do not credit chunking as the source is about remember names long term. Application needs to go beyond the simple reference to 'pupil names' to earn the second AO2 mark.
19(a)	1 mark for encode/encoding.	1	
19(b)	1 mark for output/outputting.	1	
20	1 mark for explicitly identifying a feature the stores differ on, which is likely to be either capacity or duration (although these terms do not have to be explicitly used). 1 mark for specifying this feature in relation to STM. 1 mark for specifying this feature in relation to LTM. e.g. 'One difference is their capacity (1). STM has a capacity of 7 chunks (1) whereas LTM has an unlimited capacity (1)'. e.g. 'Data lasts longer in LTM (1) as it is there	3	Do not credit an implied difference with a separate mark but do credit a difference where the same term has been used to address both stores e.g. 'The capacity of STM is 7 chunks on average and the capacity of LTM is unlimited' would earn 3 as 'capacity' has been referenced twice.

Question	Answer	Marks	Guidance
	potentially forever (1). Data only lasts for about 15 seconds in STM (1)'.		
21	1 mark for a brief or basic criticism e.g. 'it ignores the effect of meaning', 'the model is too rigid', 'there may be more than one long term store', 'too simplistic'. 2 marks for a more developed and detailed response e.g. 'the model is too rigid (1) as it overlooks individual differences in memory (1)', 'the model overemphasises the role of rehearsal (1) as some things seem to pass into LTM with little effort (1)', 'the model is too reductionist (1) as it simplifies a complex system by treating it like a machine'.	2	
22	Candidates are likely to respond using Terry's study (as detailed below) but do credit any other study conducted within the field of memory e.g. Craik & Lockhart's research into levels of processing, Peterson & Peterson's research into decay, etc. AO1 marks for reference to features of the study, such as: the method (laboratory experiment), experimental design (repeated measures), sample (students), materials (series of commercials), IV (immediate vs delayed recall), DV (products recalled from commercials), controls (random presentation of commercials), findings (no recency effect in delayed recall), conclusion (position of commercial in presentation does affect chance of commercial/product being recalled). AO3 marks for valid evaluation points such as: low ecological validity, low construct validity, issue of demand characteristics, sample bias, difficulties of controlling meaningfulness of commercials/products, etc.	10	1 x AO3 mark should be awarded for each distinct evaluative point but a well-developed point could earn 2 or more AO3 marks. In the case of Terry, if candidate only makes reference to one condition of the experiment (likely to be the immediate recall condition) then limit to Band 2. Do credit research into memory aids but it needs to have an empirical basis and read like a description of a study. If candidates described memory research they have conducted themselves, credit the features of the study as they occur but award no more than 3 marks in total for the response. 8-10 marks: There is a thorough 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.

Question	Answer	Marks	Guidance
			<p>4-7 marks: At the top of this band, there is good description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate. Evaluation points may be brief but should be relevant. At the bottom of this band, there is good description or limited description with some creditworthy attempt at evaluation. 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. There can be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No creditworthy material</p>

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