

**Psychology**

General Certificate of Secondary Education

Unit **B542**: Studies and Applications in Psychology 2

**Mark Scheme for January 2011**

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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.

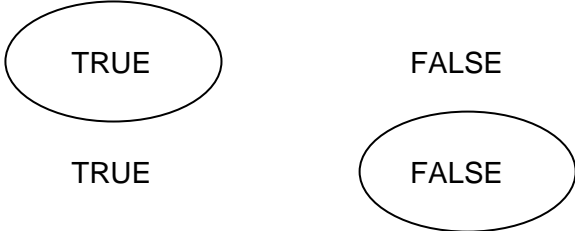
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SECTION A – BIOLOGICAL PSYCHOLOGY			
Criminal Behaviour			
Question	Expected Answer	Mark	Rationale/Additional Guidance
1	<p><b>Criminal Features</b></p> <p><b>Doris witnessed a mugging and so was asked to give a description of the attacker to the police. She said that he had large ears, a crooked nose, high cheekbones and a pointed chin. The police officer said that, apart from the pointed chin, she had described a typical criminal.</b></p> <p>Using the source:</p> <p><b>Identify three facial features associated with criminals.</b></p> <p>1 mark for each of the following; large ears, crooked nose, high cheekbones.</p>	3 x AO2	Do not credit facial features with adjectives.
2	<p><b>Identify whether the following statements about Mednick <i>et al</i>'s (1984) study into criminal behaviour are true or false.</b></p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <p style="text-align: center;">  </p>	2 x AO1	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(a)	<p><b>Mednick <i>et al</i> studied six generations of one family in their study.</b></p> <p>TRUE                      FALSE</p> <p>1 mark for 'false'</p>		If both responses circled, then no credit.
(b)	<p><b>Mednick <i>et al</i> found evidence that criminal behaviour is inherited from families.</b></p> <p>TRUE                      FALSE</p> <p>1 mark for 'true'</p>		If both responses circled, then no credit.
3	<p><b>Describe the role of brain dysfunction in criminal behaviour.</b></p> <p>1 mark for each brief or basic response eg 'if the brain is damaged this can lead to criminal behaviour', 'the limbic system is associated with crime'.</p> <p>Or 2 marks for a more detailed response eg 'the limbic system (1) has been associated with aggressive behaviour which could lead to crimes being committed (1)', 'the pre-frontal cortex (1) has been shown to be underactive in some criminals (1)', 'brain wave activity (1) is slower in criminals compared to non-criminals (1)'.</p> <p>Or 3 marks for a detailed, more sophisticated response eg 'the amygdala (1) is used when someone responds with sympathy to a sad face (1) but if it's not working properly then criminals may not literally see the pain they are causing (1)', 'the corpus callosum is the bridge between the two sides of the brain (1) but if it is damaged then the two sides cannot communicate effectively (1) and the rational side has little control over the irrational (more criminal) side (1)'.</p> <p>NB It is possible to credit more than one role of the brain dysfunction but at least one role must be described in enough detail to earn 2 marks.</p>	3 x AO1	<p>Do give credit for causes of brain dysfunction, eg genes.</p> <p>If candidates lists relevant areas of brain dysfunction, max 1 mark.</p> <p>For full marks, there needs to be some link made between the brain and specific behaviours, ie not just 'criminal behaviour'.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
4	<p><b>Give <u>two</u> criticisms of the biological theory of criminal behaviour.</b></p> <p>1 mark for each brief but relevant criticism eg unlikely to be one gene that covers range of criminal behaviour, not all criminals show brain dysfunction, criminals may look different from non-criminals for environmental reasons, ignores the effect of nurture on criminal behaviour, etc.</p> <p>It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response.</p>	<b>2 x AO2</b>	<p>It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response.</p> <p>Criticisms must pertain to be theory and not the research around the theory.</p> <p>Do not credit criticisms which overlap one another, including the idea that biological theory, does not account for all criminal behaviour, eg do not double credit 'not all criminals have brain dysfunction' and 'not all criminals have atypical facial features'.</p> <p>Saying biological theory ignores alternative theories, is not a criticism in itself. To gain credit, candidates should say what is ignored, or draw a comparison.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
5		<p><b>The Case of Katie</b></p> <p>The police have recently arrested Katie for shoplifting. Katie told the police that she had copied her older sister, Sophie. She said that Sophie had always got away with it. She had also seen Sophie with lots of stolen make-up and clothes.</p> <p>Using the source:</p>		
	(a)	<p><b>Name the person who is a role model for criminal behaviour.</b></p> <p>1 mark for 'Sophie' or 'older sister'</p>	1 x AO2	
	(b)	<p><b>Identify <u>one</u> way in which criminal behaviour was vicariously reinforced.</b></p> <p>1 mark for 'getting away with crime' or similar response, or 'having lots of make-up and/or clothes' or similar response</p>	1 x AO2	

Question	Expected Answer	Mark	Rationale/Additional Guidance
6	<p><b>Describe <u>one</u> way that psychologists suggest that crime could be reduced.</b></p> <p>1 mark for identifying a way of reducing crime whether specific or general eg punishment, rehabilitation, prisons, fines, crime prevention, drug treatment programmes, etc.</p> <p>Plus 1 mark for some further description of the way identified eg 'crimes can be punished (1) through the use of custodial sentencing (1)', 'fines are used (1) for minor crimes such as traffic offences and littering (1)'.</p> <p>The further description must be related to crime reduction in some way.</p> <p>Plus 1 further mark if there is a more detailed description or some level of explanation eg 'crimes can be punished (1) through the use of custodial sentencing (1) because negative consequences reduce the chance of a behaviour reoccurring (1)', 'if criminals are seen the be punished (1) then this will acts as a deterrent to others (1) who are less likely to imitate that particular behaviour (1)'.</p> <p>For full marks, there needs to be some clear psychological content in the answer.</p> <p>NB If more than one way offered, credit best one.</p>	3 x AO2	
<b>Section A Total</b>		<b>[15]</b>	

SECTION B – SOCIAL PSYCHOLOGY				
Non-Verbal Communication				
Question		Expected Answer	Mark	Rationale/Additional Guidance
7		<p><b>A good telling off?</b></p> <p><b>A teacher was telling off Neil and Kristina. Neil recognised he was wrong. He showed he felt sorry by holding his hands up and raising his eyebrows in an apologetic way. Meanwhile, Kristina thought it was unfair that she was being told off. She stood there with her arms folded and her mouth turned downwards.</b></p> <p><b>Using the source:</b></p>		
	(a)	<p><b>Identify the facial expression used by Neil.</b></p> <p>1 mark for 'raised his eyebrows' or similarly phrased response</p>	<b>1 x AO2</b>	Mark first response only, whether from source or not.
	(b)	<p><b>Identify the facial expression used by Kristina.</b></p> <p>1 mark for 'mouth turned downwards' or similarly phrased response</p>	<b>1 x AO2</b>	Mark first response only, whether from source or not.
	(c)	<p><b>Identify the example of body language used by Neil.</b></p> <p>1 mark for 'holding his hands up' or similarly phrased response</p>	<b>1 x AO2</b>	Mark first response only, whether from source or not.
	(d)	<p><b>Identify the example of body language used by Kristina.</b></p> <p>1 mark for 'arms folded' or similarly phrased response</p>	<b>1 x AO2</b>	<p>Mark first response only, whether from source or not.</p> <p>If more than one box is ticked, no credit given.</p>

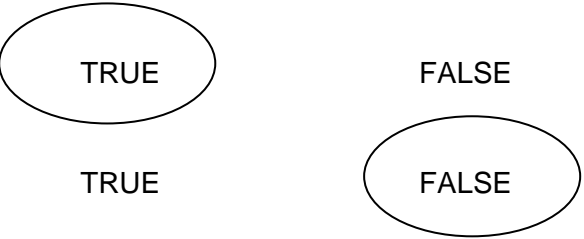


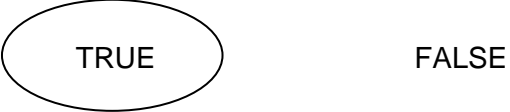
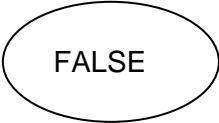
Question		Expected Answer	Mark	Rationale/Additional Guidance
8		<p>Answer the following questions about <i>Yuki et al's</i> (2007) study of facial expressions.</p> <p>For each question, choose <u>one</u> answer by ticking the relevant box.</p>	3 x AO1 1 x AO3	
	(a)	What type of study did <i>Yuki et al</i> use?		
	(i)	correlation <input type="checkbox"/>		
	(ii)	longitudinal <input type="checkbox"/>		
	(iii)	cross-cultural <input checked="" type="checkbox"/>		If more than one box is ticked, no credit given.
	(b)	Who did they compare American students with?		
	(i)	Chinese students <input type="checkbox"/>		
	(ii)	Japanese students <input checked="" type="checkbox"/>		If more than one box is ticked, no credit given.
	(iii)	Russian students <input type="checkbox"/>		
	(c)	Which feature did American students focused on the most?		
	(i)	eyes <input type="checkbox"/>		
	(ii)	mouths <input checked="" type="checkbox"/>		If more than one box is ticked, no credit given.
	(iii)	noses <input type="checkbox"/>		

Question	Expected Answer	Mark	Rationale/Additional Guidance				
(d)	<b>Which of the following is a criticism of the study?</b>						
	(i) they only tested two dimensional (2D) faces <input checked="" type="checkbox"/>		If more than one box is ticked, no credit given.				
	(ii) they only tested children's faces <input type="checkbox"/>						
	(iii) they only tested faces from one culture <input type="checkbox"/>  1 mark for each correctly ticked box as shown above.						
9	<p><b>Social learning theory is one explanation of non-verbal communication</b></p> <p><b>Draw a line to match each social learning term with its correct example.</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">TERM</th> <th style="text-align: center; width: 50%;">EXAMPLE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; padding: 10px; width: 150px; margin: 0 auto;">Imitation</div> </td> <td style="vertical-align: top;"> <div style="border: 1px solid black; padding: 10px; width: 250px; margin-bottom: 10px;">A child copies the gestures that his parents use.</div> <div style="border: 1px solid black; padding: 10px; width: 250px; margin-bottom: 10px;">An individual is punished for using a rude hand signal.</div> <div style="border: 1px solid black; padding: 10px; width: 250px;">An infant is given positive feedback when she smiles</div> </td> </tr> </tbody> </table> <p>1 mark for each correctly matched pair of boxes as shown above.</p>	TERM	EXAMPLE	<div style="border: 1px solid black; padding: 10px; width: 150px; margin: 0 auto;">Imitation</div>	<div style="border: 1px solid black; padding: 10px; width: 250px; margin-bottom: 10px;">A child copies the gestures that his parents use.</div> <div style="border: 1px solid black; padding: 10px; width: 250px; margin-bottom: 10px;">An individual is punished for using a rude hand signal.</div> <div style="border: 1px solid black; padding: 10px; width: 250px;">An infant is given positive feedback when she smiles</div>	2 x AO1	For each additional line drawn (beyond 2 required) subtract 1 mark.
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Question	Expected Answer	Mark	Rationale/Additional Guidance
10	<p><b>Outline <u>one</u> criticism of the social learning theory of non-verbal communication.</b></p> <p>1 mark for a brief or basic criticism eg 'it ignores the role of biology', 'why do bad behaviours carry on even if punished?'</p> <p>2 marks for a more detailed, sophisticated response eg 'you might expect children brought up in the same family to use similar gestures because of same role models (1) but evidence suggests that this is not necessarily the case (1)', 'if non-verbal communication is simply imitated (1) then why have attempts to teach new social skills been unsuccessful? (1)'</p> <p>NB Only award full marks if criticism is in the context of NVC.</p>	2 x AO2	<p>Do not credit the idea that NVC may not learnt as an idea by itself – this needs some elaboration to start earning marks.</p> <p>Simply using the term 'NVC' in response is not enough to put the criticism in context (ie to gain full marks).</p> <p>Only credit an example with further marks if it enables candidate to elaborate on their first point.</p> <p>Do not credit criticisms which are descriptive rather than evaluative eg do not credit 'SLT says that environment affects non-verbal communication' but do credit 'SLT says only the environment affects non-verbal communication'.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
11	<p><b>Describe how social skills training is used in real life.</b></p> <p>NB This question can be answered in a number of ways: for example, describing the process of SST, describing an area or areas in which it is used, describing an illustrative example or examples of how SST is employed.</p> <p>1 mark for a brief or basic response eg 'it is used to train people in customer services', 'social skills training involves teaching people how to communicate better'.</p> <p>Or up to 3 marks for a developed or detailed response eg 'in social skills training, a model demonstrates effective NVC (1) and the client attempts to imitate this in various situations (1) on which they are giving feedback on their progress (1)', 'people that work in potentially threatening situations (1) such as police and army officers and health personnel (1) can be given social skills training so that they know how to manage conflict (1)'.</p> <p>If more than one more than application is used there must be some level of detail on one to award full marks.</p>	3 x AO2	<p>If candidates simply lists areas of application eg customer services, police, treating offenders then award no more than 1 mark for this list.</p> <p>If candidate simply lists techniques eg modelling, practice, feedback then award no more than 1 mark for this list.</p> <p>The application of SST should be clearly identifiable before awarding marks, whether by context or by technique.</p> <p>For full credit, techniques need to be specific rather than generic eg eye contact rather than facial expressions.</p> <p>Be careful not to credit ideas and information given in previous questions in this section.</p>
<b>Section B Total</b>		<b>[15]</b>	

SECTION C – DEVELOPMENTAL PSYCHOLOGY			
Cognitive Development			
Question	Expected Answer	Mark	Rationale/Additional Guidance
12	<p><b>Ages and Stages</b> Halina, who is 11 years old, shows the ability to think hypothetically and can solve problems logically. Joe, who is 4 years old, cannot think very logically and even believes that objects have feelings.</p> <p>Using the source:</p>		
(a)	<p><b>Identify the stage that Halina is at according to Piaget’s theory of cognitive development.</b></p> <p>1 mark for ‘formal operational’</p>	1 x AO2	
(b)	<p><b>Identify the stage that Joe is at according to Piaget’s theory of cognitive development.</b></p> <p>1 mark for ‘pre-operational’</p>	1 x AO2	
13	<p><b>Identify whether the following statements are true or false.</b></p> <p>Give your answer by circling either TRUE or FALSE as shown below.</p> <p style="text-align: center;">  </p>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
(a)	<p><b>Object permanence occurs when a child knows something still exists even if they cannot see it.</b></p> <p style="text-align: center;">  </p> <p>1 mark for 'true'</p>	1 x AO1	If both responses circled, no credit.
(b)	<p><b>Egocentrism is the ability to see things from other people's point of view.</b></p> <p style="text-align: center;">  </p> <p>1 mark for 'false'</p>	1 x AO2	If both responses circled, no credit.
14	<p><b>Explain what is meant by the term <i>decentring</i>.</b></p> <p>1 mark for a brief or basic response eg 'being able to think about more than one feature of a situation', 'appreciating the viewpoints of others'</p> <p>2 marks for a more detailed, sophisticated response eg 'being able to think about more than one feature of a situation (1) – for example sorting items by both size and colour (1)', 'decentring represents a shift in a child's thinking (1) where they can mentally hold more than one aspect of a situation or object (1)', 'where a child can see things from another point of view (1) at the same time as their own (1)'</p>	2 x AO1	<p>Do not credit the idea that the child is no longer egocentric as this does not actually define what decentring is in itself.</p> <p>To award full marks, the response must convey the concept of an individual thinking about two features simultaneously.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
15	<p><b>Outline <u>one</u> criticism of Piaget's theory of cognitive development.</b></p> <p>1 mark for a brief or basic criticism eg 'stages aren't that fixed', 'Piaget ignored different types of thinking'.</p> <p>2 marks for a more detailed, sophisticated response eg 'Piaget ignored different types of thinking (1) as not all thinking is about logic or problem solving (1)', 'the theory is too descriptive (1) as it does not actually explain the how the changes in thinking occur (1)'.</p>	2 x AO2	<p>Please note: this question asks for criticisms of the theory not the research studies.</p> <p>Do not credit criticisms which are descriptive rather than evaluative eg do not credit 'Piaget said development happens in stages' but do credit 'Children may develop at their own pace regardless of stages'.</p>
16	<p><b>Outline Vygotsky's theory of cognitive development.</b></p> <p>1 mark for a brief statement about the theory eg 'Vygotsky believed in a zone of proximal development'.</p> <p>2 marks for a more detailed response eg 'this theory argues that cognitive development is not purely driven by biology (1) but also takes place in a cultural context (1)'.</p> <p>3 marks for an appropriately detailed outline of the theory eg 'Vygotsky believed that children are apprentices (1) who need people around them to take them forward in their thinking (1). The ZPD describes the gap between where a child is currently at in their thinking and where they can reach (1)'.</p>	3 x AO1	

Question	Expected Answer	Mark	Rationale/Additional Guidance
17	<p><b>Piaget (1952) did a study into the conservation of number using rows of counters.</b></p> <p>Evaluate this study into conservation.</p> <p>1 mark for each relevant evaluation point, whether positive or negative eg tasks were too artificial, the sample of children was small, children may not have understood the language Piaget used.</p> <p>Alternatively, more marks can be awarded for an elaborated evaluation point (up to the full 4 marks) eg 'Piaget was criticised for his questioning style because he asked the same question twice (1). This gives the study an extraneous variable (1). Under normal circumstances this would imply that the first answer is wrong (1) which may explain why children changed their answer making the results unreliable (1)'.</p> <p>Or marks can be awarded for a combination of both.</p> <p>For full marks to be awarded, the response needs to be accurate, detailed and coherent.</p>		<p>If candidates interpret the findings i.e. a conclusion, this counts as evaluation for a maximum of 1 mark.</p>
	<b>Section C Total</b>	<b>[15]</b>	



## SECTION D – INDIVIDUAL DIFFERENCES

SECTION D – INDIVIDUAL DIFFERENCES					
The Self					
Question		Expected Answer		Mark	Rationale/Additional Guidance
18			<p>The humanistic theory is one explanation of the self.</p> <p>Complete the passage below, on the humanistic theory, by filling in the gaps.</p> <p>You must choose a different term for each gap from the list below.</p> <p style="text-align: center;"><b>Free will                  ideal self                  self concept                  self esteem</b></p> <p>Humanistic theory says that everyone has a <b>self concept</b> which is how they see themselves. We also have an idea of who we would like to be which is known as the <b>ideal self</b>. The difference between the two is a measure of our <b>self esteem</b>.</p> <p>1 mark for each correctly placed term as shown above.</p>	3 x AO1	
19			<p>Give <u>two</u> criticisms of the humanistic theory of the self.</p> <p>1 mark for each brief but relevant criticism eg ignores idea personality could be fixed, too much focus on the individual, unable to make reliable predictions, ideas are difficult to test scientifically, etc.</p>	2 x AO2	<p>It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response.</p> <p>Do not credit criticisms which overlap one another eg do not double credit 'it is unscientific' and 'it is difficult to test'.</p> <p>The general idea of the theory being unscientific</p>

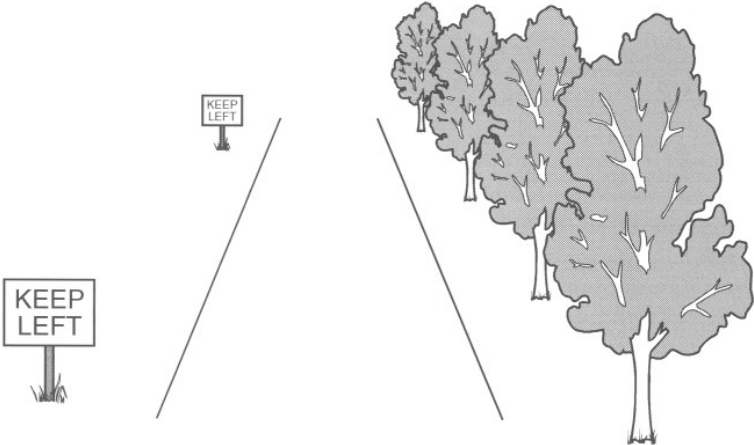
Question	Expected Answer	Mark	Rationale/Additional Guidance
			<p>overlaps with problems such as subjectivity, generalisability, predictability, etc</p> <p>Saying humanistic theory ignores alternative theories, is not a criticism in itself. To gain credit, candidates should say what is ignored, or draw a comparison.</p>
20	<p><b>Explain how research into the self is used in counselling</b></p> <p>NB This question can be answered in a number of ways. For example, describing the processes involved in counselling, describing an area or areas in which it is used, describing an example or examples which illustrate counselling.</p> <p>1 mark for a brief or basic response eg ‘counselling is used on depressed people’, ‘counselling focuses on the individual’, ‘counselling is about getting yourself better’, ‘people are clients not patients when they go for counselling’, ‘counselling is based on unconditional positive regard’, etc.</p> <p>Or up to 4 marks for a developed or detailed response eg ‘in counselling the therapist attempts to guide their client (1) in a non-directive way (1) so that the client is in a position to resolve their own problems (1). This requires the therapist to be empathetic and non-judgemental (1)’.</p> <p>Eg ‘A depressed person (1) may receive counselling to help them to self-actualise (1). This would rely on the depressed person being shown unconditional positive regard (1) which means that the counsellor will show them respect regardless of what the client does or says (1)’.</p> <p>For full marks to be awarded, the response needs to be accurate, detailed and coherent.</p>		<p>Do not simply credit concepts given in Q18.</p> <p>Identifying clients as having low self-esteem is not creditworthy in itself, but how that is dealt with does gain marks.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
21	<p><b>Describe Van Houtte &amp; Jarvis' (1995) study into pet ownership</b></p> <p>Marks for features of the study, such as: aim (to study the effect of pet ownership on self-esteem), sample (American pupils), controls (marital status of parents, socio-economic status, number of siblings), method (questionnaire), measures (autonomy, self-concept, self-esteem, attachment to animals), findings (higher self-esteem in pet owners), conclusion (pets offer unconditional positive regard), etc.</p> <p>For full AO1 marks to be awarded both procedure and findings must be covered.</p> <p><b>1–2 marks:</b> There is a brief reference to one or more features of the study. Description may be basic or vague, or have some inaccuracy.</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><b>3–4 marks:</b> There is description of at least one key feature of the study and reference to at least one other. This should be done with some accuracy.</p> <p>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><b>5–6 marks:</b> There is a more detailed description of two key features of the study, and an overall understanding of the study is demonstrated. This should be done with accuracy and clarity.</p> <p>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>	6 x AO1	<p>No marks available for evaluation in this particular response, but if the candidate identifies additional features of the study when evaluating then credit accordingly.</p> <p>Aim and conclusion needed to be worded distinctly from each other to be credited separately.</p>
	<b>Section D Total</b>	<b>[15]</b>	

**SECTION E – COGNITIVE PSYCHOLOGY**

**Perception**

Question	Expected Answer	Mark	Rationale/Additional Guidance
22	<p><b>There are a number of constancies in perception.</b></p> <p>Look at the following diagram.</p> <p>Draw a line between two boxes to match the type of constancy to its example.</p> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="text-align: center;"> <p>CONSTANCY</p> <div style="display: flex; flex-direction: column; gap: 20px;"> <div style="border: 1px solid black; padding: 10px; width: 150px; margin: 0 auto;">colour constancy</div> <div style="border: 1px solid black; padding: 10px; width: 150px; margin: 0 auto;">shape constancy</div> </div> </div> <div style="text-align: center;"> <p>EXAMPLE</p> <div style="display: flex; flex-direction: column; gap: 20px;"> <div style="border: 1px solid black; padding: 10px; width: 250px; margin: 0 auto;">Kim knows that the coin is always circular even though it looks different as she turns it between her fingers.</div> <div style="border: 1px solid black; padding: 10px; width: 250px; margin: 0 auto;">Rambir knows that the animals in the distance are not as small as they appear to be.</div> <div style="border: 1px solid black; padding: 10px; width: 250px; margin: 0 auto;">Jake's white shirt looks blue when he dances under disco lights.</div> </div> </div> </div> <p>1 mark for each pair of correctly matched boxes as shown above.</p>	2 x AO2	For each additional line drawn (over the 2 required) subtract one mark.

Question	Expected Answer	Mark	Rationale/Additional Guidance
23	<p><b>Look at the following picture.</b></p>  <p><b>Explain how two depth cues have been used in the picture.</b></p> <p>For each depth cue offered:</p> <p>1 mark for identifying the cue, either by name (ie superimposition, height in plane, relative size, texture gradient, linear perspective) or by description</p> <p>Plus 1 mark for applying it to the stimulus</p> <p>eg 'relative size (1) means the sign further away appears to be smaller (1)'            eg 'the trees are overlapping each other (1) which shows us the obscured ones are further away (1)'            eg 'height plane (1): nearer objects are further down the picture (1)'            eg 'as the road lines go into the distance (1) they converge (1)'            eg 'the texture of the nearer trees (1) is clearer than those in the distance (1)'</p> <p>It is permissible to export relevant information between the two parts of this answer when assessing the candidate's response.</p>	<p><b>2 x AO2</b>  <b>2 x AO2</b></p>	<p>If identified depth cue and explanation/example do not match then credit 1 mark only.</p> <p>It is permissible to export/import answers here, but <i>not</i> parts of answers (i.e. to match up cues and examples).</p> <p>When explaining the depth cue it must be clearly related to concepts of depth eg distance, further away, closer, etc</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
24	<p><b>Describe how top-down processing is different from bottom-up processing in perception.</b></p> <p>1 mark for a brief description of top-down processing</p> <p>1 mark for a brief description of bottom-up processing</p> <p>1 mark for identifying a further difference between them</p> <p>1 mark if the further difference is made explicit</p> <p>eg 'Top-down processing is when perception is based on what we expect to see (1) whereas bottom-up processing is based on what enters the eyes in the first place (1). Top-down processing is associated with the constructivist theory (1) while bottom-up processing is supported by the nativist theory (1).'</p> <p>eg 'Top-down processing is a result of perceptual set (1). Bottom-up processing suggests perception is a natural process (1), therefore it is easier to make perceptual errors according to top-down processing (1) whereas bottom-up processing implies we all see the world in a similar way (1).'</p> <p>For full marks to be awarded, the response needs to be accurate, detailed and coherent.</p>	4 x AO1	<p>Only award full marks if at least one difference is an explicit comparison.</p> <p>Implicit comparisons can gain marks but do not award more than 3 if the response is based only on this. Implicit comparison statements such as 'top-down processing relies on past experiences but bottom-up does not'.</p> <p>Only award full marks if the features of each type of processing have been explicitly and accurately applied to the relevant term i.e. top-down or bottom-up.</p>
25	<p><b>Describe and evaluate <u>one</u> study into perception</b></p> <p>NB Responses are likely to focus on Haber &amp; Levin's (2001) study but do credit any study into perception (as long as related to cognitive psychology) eg neonate studies, cross-cultural studies, deprivation studies, readjustment studies, etc.</p> <p>AO1 marks for reference to features of the study, such as: the aim, the method, variables measured, variables controlled, experimental design, apparatus/materials, findings, conclusion(s).</p>	5 x AO1 5 x AO3	<p>If candidate draws a picture diagram to illustrate the set up then award up to 2 marks if detailed and informative.</p> <p>Only do so, if the description of the study does not include the details already.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>AO3 marks for valid evaluation points such as: (for Haber &amp; Levin) small, unrepresentative sample, artificial task, unfamiliar setting, subjectivity of familiarity of items, etc.</p> <p><b>1–3 marks:</b> 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.</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><b>4–7 marks:</b> There is a description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant.</p> <p>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><b>8–10 marks:</b> 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.</p> <p>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>Reminder: if evaluation reads as a list of points rather than a developed discussion then it may be that the essay should be in the middle band.</p>
	<b>Section E Total</b>	<b>[20]</b>	

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		3		3
2	2			2
3	3			3
4		2		2
5		2		2
6		3		3
7		4		4
8	3		1	4
9	2			2
10		2		2
11		3		3
12		2		2
13	2			2
14	2			2
15		2		2
16	3			3
17			4	4
18	3			3
19		2		2
20		4		4
21	6			6
22		2		2
23		4		4
24	4			4
25	5		5	10
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>10</b>	<b>80</b>



## Grade Targets for Marks

Question	A*-B	C-E	F-G
1			3
2			2
3	2		1
4		2	
5			2
6	1	1	1
7			4
8	1	1	2
9			2
10	1	1	
11	1	1	1
12	1	1	
13			2
14	1	1	
15	1	1	
16	2	1	
17	3	1	
18		1	2
19	1	1	
20	1	2	1
21	2	2	2
22			2
23		2	2
24	2	2	
25	4	3	3
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>32</b>

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