

## **Mark Scheme for June 2010**

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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**

- 1 (a) Describe one study which looks at the effect of climate and weather on performance. [6]

Any study on effects of climate and weather on performance may be used. For example, - productivity of workers (Link & Pepler 1970); classroom performance (Pepler 1972); visual acuity (Meese et al 1984). Studies on the effects of climate and weather on social behaviour or health will receive no credit.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe a study which looks at the effects of climate and weather on performance. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers a study which looks at the effect of climate and weather on performance using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of a study investigating the effect of climate and weather on performance from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total Marks [6]**

- 1 (b) Evaluate methods used to study the psychological effects of climate and weather. [10]

Different methods have been used to study the effects of climate and weather. For example, correlation (Goransen & King 1970); natural experiment (Pepler 1972); laboratory experiment (Baron & Bell 1975 or Griffit 1970); field experiment (Kendrick and MacFarlane 1986). Candidates should consider the effectiveness of two or more different methods and may consider issues such as ecological validity, control, demand characteristics, measurement, etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate methods used to study the efforts of climate and weather. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some difficulties are mentioned. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

**Total Marks [10]**

**2 (a) Describe one study which has investigated a technological catastrophe. [6]**

Any study investigating a technological catastrophe may be used. For example, Buffalo Creek flood (1972); Three Mile Island accident (1979); Chernobyl – effects on children (Bromet et al 2000). Studies describing an environmental (natural) disaster will receive no credit.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one study which has investigated a technological catastrophe. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers one study which has investigated a technological catastrophe. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of one study which has investigated a technological catastrophe. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total Marks [6]**

- 2 (b) Discuss problems of investigating natural disaster and technological catastrophe. [10]

Candidates may discuss any reasonable problems of investigating natural disaster and technological catastrophe. For example, ethics, methodology, individual differences, sample, generalisation etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the problems investigating natural disaster and technological catastrophe. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points on the problems investigating natural disaster and technological catastrophe are raised and applied in an appropriate way. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the problems investigating natural disaster and technological catastrophe. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

**Total Marks [10]**

**SECTION B****3 (a) Describe what psychologists have found out about density and crowding. [10]**

Candidates may differentiate between density and crowding (density – objective measure, referring to the number of people in a given space; crowding – subjective measure, referring to the psychological experience of density which will vary according to individual and social factors).

Animal studies - Dubos (1965) lemmings; Channing (2001) hens; Crowcroft et al (1958) house mice; Christian (1960) Sika deer; Calhoun (1962) rats.

Human studies looking at effects on health, performance and social behaviour. For example, effects on **health** – Lundberg (1976) – stress from crowding on commuter train, Evan (1979) increased blood pressure; effects on **performance** – Karlin (1979) crowding and effects on student grades, Saegert et al (1975) crowding and performance on drawing cognitive maps, Bruins and Barber (2000) physical and mental tasks in crowded supermarket; effects on **social behaviour** – Baum and Valins (1977) high density in the dorm, Bickman (1973) prosocial behaviour; Machleit et al (2000) crowded shops; Evans et al (2000) residential home crowding. Weaker answers may describe some peripherally relevant research or anecdotal evidence with no clear understanding of the research shown or its relevance to the topic area.

**Concepts and Terminology (AO1)**

0 marks	Incorrect or inappropriate material is presented.
1 mark	There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
2 marks	Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there is a number of errors.
3 marks	Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

**Evidence (AO1)**

0 marks	No evidence is presented.
1 mark	Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
2 marks	Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
3 marks	Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
4 marks	Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

**Understanding (AO1)**

- |         |   |
|---------|---|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.  |
| 1 mark  | The answer demonstrates some understanding but this is sparse.  |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.     |

**Total marks for question part (a): [10]**



**3 (b) Evaluate what psychologists have found out about density and crowding. [16]**

Note – any evaluative point may receive credit. Candidates may adopt an issue by issue approach or they may evaluate study by study. A range of issues could be used such as ecological validity; individual or cultural differences; measurement, ethics, how psychologists gain their evidence.

The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

**Range of issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 marks	The answer covers an appropriate range of issues; the issues are made relevant, explained and elaborated.

**Evidence for Issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

**Analysis (AO2)**

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

**Argument Structure (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

**Total marks for question part (b): [16]**

- 3 (c) Your local bus company has had to cut back on the bus service, which means there could be overcrowding at peak times. Using your knowledge of psychology, suggest how, as a passenger, you could cope with the effects of crowding. Give reasons for your answer. [8]

Mark scheme guidelines apply in that any reasonable suggestion supported by psychological evidence is acceptable. For example, visual escapes – windows, posters; prior warning – Stokols (1973) and Langer and Saegert (1977); cognitive control - Sherrod (1977); Altman and Vinsel (1977) standing vs. seated; territorial markers; ensuring personal space not invaded.

**Application (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | No suggestions made OR suggestions are made which are inappropriate to the assessment request.   |
| 1-2 marks | An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.  |
| 3-4 marks | A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained. |

**Application Interpretation: Reasons (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | The answer shows very little or no understanding.  |
| 1-2 marks | The answer attempts to provide a rationale for the suggested application. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.      |
| 3-4 marks | The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured. |

**Total marks for question part (c): [8]**

**Total question mark: [34] (AO1=14; AO2=20)**

**4 (a) Describe what psychologists have learned about personal space and territory. [10]**

Any psychological evidence on personal space and territory may be used. Candidates may consider the difference between personal space and territory and differentiate between primary, secondary and public territory. The effects of invasion of personal space, for example, Hall (1966) types of personal space; Middlemist et al (1976) invasion at urinal; Felipe and Sommer (1966) – psychiatric hospital; Barefoot et al (1972), Smith and Knowles (1979), Byrne et al (1971), Fisher and Byrne (1975) gender differences in the library; Little (1968) cultural differences using dolls. Theories of personal space may also be considered, e.g. arousal, behavioural constraint and overload theory. Studies on territory, for example, Sommer (1966) – barriers in library, home court advantage – Schwartz and Barsky (1977), Ruback and Snow – invasion of space at water fountain; Smith (1983) cultural differences, Peluso (2000) protection of ‘self’ in Brazil.

Weaker answers may describe some partially relevant research or anecdotal evidence with no clear understanding of the research or its relevance to the topic area.

**Concepts and Terminology (AO1)**

- |         |  |
|---------|--|
| 0 marks | Incorrect or inappropriate material is presented.  |
| 1 mark  | There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.  |
| 2 marks | Appropriate terms and concepts are presented, but there is a lack of clarity. Spelling and punctuation are reasonable but there are a number of errors.  |
| 3 marks | Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate. |

**Evidence (AO1)**

- |         |  |
|---------|--|
| 0 marks | No evidence is presented.  |
| 1 mark  | Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.                            |
| 2 marks | Some appropriate psychological evidence is described but there is a number of errors and it is limited in scope and detail.    |
| 3 marks | Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed. |
| 4 marks | Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.                           |

**Understanding (AO1)**

- |         |   |
|---------|---|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.  |
| 1 mark  | The answer demonstrates some understanding but this is sparse.  |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, and some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.         |

**Total marks for question part (a): [10]**

**4 (b) Evaluate what psychologists have learned about personal space and territory. [16]**

Candidates may use a range of issues to evaluate the research, such as laboratory versus real life studies; measurement; individual or cultural differences; ethics; how psychologists gain their evidence. Note: any evaluate point can receive credit. Candidates may adopt an issue-by-issue approach or they may evaluate study by study.

The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

**Range of issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 marks	The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

**Evidence for Issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

**Analysis (AO2)**

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

**Argument Structure (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

**Total marks for question part (b): [16]**

- 4 (c) The school library is very busy during the examination period as many students want to revise there. Using your knowledge of psychology, suggest how you could study effectively in the library. Give reasons for your answer.

[8]

Mark scheme guidelines apply in that any reasonable suggestion is acceptable, for example, Fisher and Byrne (1975) gender differences in the library; Sommer (1966) barriers in library, Brown 1979 – barriers, signs of occupancy; Newman 1972 – defensible space; Knapp (1978) prevention defences – markers to show territorial claim. However, candidates may draw on psychological research/theory from other areas of psychology.

#### Application (AO1/AO2)

- |           |  |
|-----------|--|
| 0 marks   | No suggestions made OR suggestions are made which are inappropriate to the assessment request.   |
| 1-2 marks | An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.  |
| 3-4 marks | A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained. |

#### Application Interpretation: Reasons (AO1)

- |           |  |
|-----------|--|
| 0 marks   | The answer shows very little or no understanding.  |
| 1-2 marks | The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer. |
| 3-4 marks | The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.         |

**Total marks for question part (c): [8]**

**Total question mark: [34] (AO1=14; AO2=20)**

**Total Module Mark: [50] (AO1=20; AO2=30)**



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