



Oxford Cambridge and RSA

GCSE

Psychology

J203/01: Studies and applications in Psychology 1

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor3 assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

Check with instructions: YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor3 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor3 messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor3 **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
/	Stopped marking at this point/ capped
?	Unclear
AO1	AO1 point for question 18
AO3	AO3 point for question 18
∧	Omission
×	Incorrect
✓	Correct or expansion
	Highlighter
SEEN	Seen
IRRL	Significant amount of material which doesn't answer the question
BP	Blank page
REP	Repetition

Question		Answer	Mark	Guidance
1	(a)	C (pre-frontal cortex)	1	
1	(b)	D (SPECT scan)	1	
1	(c)	D (amphetamine significantly increased cortical activity during the WCST cognitive task)	1	
2		<p>Outline one criticism of the procedure used in Daniel, Weinberger, Jones et al.'s (1991) study into the effect of amphetamine on regional cerebral blood flow.</p> <p>1 mark for a brief or basic criticism</p> <p>2 marks for a more developed criticism which clearly relates to the study</p> <p>Criticisms of the procedure include: sample too small, task is artificial, setting is artificial, lack of construct validity, ethical issues around using scans for experimentation.</p> <p><u>Example of a 2-mark answer</u></p> <p>'The study lacks construct validity (1) because the cognitive activity was only measured using one cognitive test (1).'</p>	2	The criticism must be related to the procedure and not to the findings of the study.

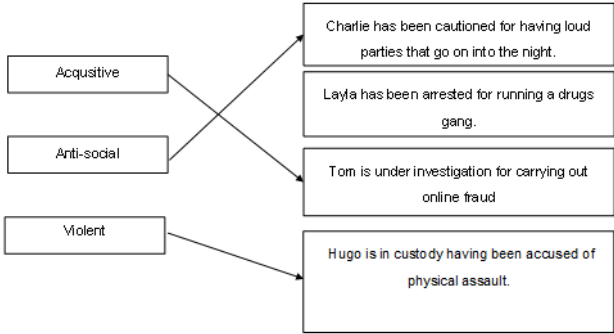
3		<p>Explain one way in which the biological theory of schizophrenia can be criticised.</p> <p>1 mark for a brief or basic criticism</p> <p>2 marks for a more developed criticism which may relate directly to the theory.</p> <p>3 marks for a detailed and developed criticism which must relate directly to the theory.</p> <p>Criticisms may include: ignores the role of the environment, too deterministic, too reductionist, issues with establishing cause and effect.</p> <p><u>Example of a 3-mark answer</u></p> <p>'The theory is too reductionist (1) as it tries to over-simplify the cause of a complex disorder (1) by reducing it down to the activity of neurochemicals such as overactive dopamine system in schizophrenia (1).'</p>	3	
4	(a)	1 mark for lost his job.	1	
4	(b)	1 mark for 'he had let the family down' or similar, e.g. he had let people down.	1	
4	(c)	1 mark for 'feeling low' or 'not really motivated (to do anything)' or 'feeling worthless'.	1	
5	(a)	1 mark for scatter diagram.	1	Also accept scattergraph or scattergram.
5	(b)	1 mark for 'days on anti-depressants' or 'how long people had been on anti-depressants'	2	Please note – the co-variables can be offered either way around.
		1 mark for 'level of depression' or 'how severe (their) depression was/is'	1+1	
5	(c)	1 mark for negative	1	

5	(d)	1 mark for recognising that the more days people are on anti-depressants, the lower the levels of depression or vice-versa.	1	Do not credit a statement where cause and effect is implied e.g. anti-depressants reduce levels of depression.
6		<p>Explain why a person with an undiagnosed mental health problem may experience stigma and discrimination.</p> <p>1 mark for Stigma point</p> <p>1 mark for type of/discrimination expansion</p>	2	
7		<p>Describe the current prevalence of mental health problems.</p> <p>Possible content: statistics relating to prevalence, e.g. 1 in 4 British people have been diagnosed with a mental disorder; statistics relating to key groups, e.g. by sex, by ethnicity, by age, by sexuality; reports relating to the pandemic, suicide rates, rates of self-harm, current trends at time of examining.</p> <p>Level 3 (5-6 marks): There is a thorough and accurate description of relevant information.</p> <p>Level 2 (3-4 marks): There is a reasonably detailed description of relevant information which is largely accurate.</p> <p>Level 1 (1-2 marks): There is a basic description of relevant information which may contain some inaccuracies.</p> <p>(0 marks): No creditworthy response.</p>	6	<p>Each statistic 1 + 1 - % or stat and accurate disorder</p> <p>1 mark for general unspecific comment</p>
8	(a)	D (sensori-motor)	1	
8	(b)	C (object permanence)	1	
8	(c)	A (accommodation)	1	

9		<p>Describe how the brain develops during adolescence.</p> <p>1 mark for a brief or basic description, e.g. naming a relevant part of the brain or referring to a relevant process, e.g. pruning</p> <p>2 marks for a more detailed description, e.g. naming a relevant part of the brain and explaining how it develops/changes.</p> <p>3 marks for a detailed and accurate description.</p> <p><u>Example of a 3-mark answer</u></p> <p>'During adolescence, grey matter (1) is pruned back as part of the brain's development (1). The pre-frontal cortex also undergoes a lot of remodelling (1).'</p> <p>'The limbic system is temporarily used for decision making (1) and because this area is responsible for emotional responses linked to sexual and aggressive behaviours (1) it means adolescents are more likely to make less rational, more risky decisions than in the stage of adulthood (1).'</p>	3	
10	(a)	<p>1 mark for $0.12 \times 250 = 30$ (1 mark)</p> <p>Or any other accurate workings</p>	2	
10	(b)	<p>1 mark for $100 - (12 + 7 + 11) = 70$ (1 mark)</p>	2	
11	(a)	<p>1 mark for Ryan</p>	1	N.B. If more than one name – first marked/credited
11	(b)	<p>1 mark for Jamal</p>	1	N.B. If more than one name – first marked/credited

12		<p>Outline how Piaget’s ideas have been applied to education.</p> <p>Possible content: use of key stages and the concept of readiness, active learning and child as ‘little scientists’, notions of innate intelligence, e.g. pathways, targets.</p> <p>Level 2 (3-4 marks): There is a detailed and accurate description of how Piaget’s ideas have been applied to education.</p> <p>Level 1 (1-2 marks): There is a basic description of how Piaget’s ideas have been applied to education and this may contain some inaccuracies.</p> <p>(0 marks): No creditworthy response.</p>	4	<p>To award marks in the Level 2 band more than one of Piaget’s ideas needs to be included in the outline.</p>
13	(a)	<p>Describe Study 1 of Blackwell et al.’s (2007) research into fixed and growth mindsets.</p> <p>Possible description for Study 1: use of correlational and longitudinal methods, sample used, use of questionnaire to measure mindset, use of maths tests to measure progress, findings that progress in maths is related to a child’s theory of intelligence.</p> <p>AO1</p> <p>Level 2 (3-4 marks): There is a good description of the study which shows understanding of its key features. This is demonstrated with accuracy and clarity.</p> <p>Level 1 (1-2 marks): There is a basic description of the study which shows limited understanding of its key features. This may include some inaccuracy.</p> <p>(0 marks): No credit worthy response.</p>	4	<p>If the description of the study does not include both procedure and findings then limit to 3 marks.</p> <p>If it is not clear which Study is being described or description drifts into study 2, use / and credit what comes first.</p>

13	b)	<p>Explain two reasons why Study 1 of Blackwell et al.'s (2007) research into fixed and growth mindsets can be criticised.</p> <p>Possible criticisms: age bias, cultural bias, maths testing was a narrow measure of progress, social desirability, lack of control of extraneous variables.</p> <p>1 mark for identifying a first criticism 1 mark for explanation/elaboration in context</p> <p>1 mark for identifying a second criticism 1 mark for explanation/elaboration in context</p> <p>AO3 Level 2 (3-4 marks): There is a good evaluation which offers breadth and/or Depth. Points are clearly applied to the study. Level 1 (1-2 marks): There may be some basic attempt at evaluation but it will be weak. Application to the study is limited. (0 marks): No credit worthy response.</p>	4 (2+2)	
14	(a)	B Longitudinal, questionnaires, correlation	1	
14	(b)	B (because it used closed questions and rating scales)	1	
14	(c)	A (it cannot be used to establish cause and effect)	1	

<p>15</p>		<p>1 mark for each correctly drawn line as shown below.</p> <p>Type of Crime</p> <p>Example</p> 	<p>3</p>	<p>Minus 1 mark for each additional line drawn.</p>
<p>16</p>		<p>Ben has been caught a number of times shoplifting from local businesses. His probation officer is concerned that his community sentences are not enough to stop him re-offending.</p> <p>Briefly explain how restorative justice could be used to try to stop Ben re-offending.</p> <p>1 mark for demonstrating knowledge of the process of restorative justice, e.g. perpetrator having contact with victim.</p> <p>1 mark for applying this knowledge to the case of Ben</p> <p><u>Example of a 2-mark answer</u></p> <p>'Ben could have the opportunity to meet with owners of local businesses (1) and, as well as apologising, could also hear what effect it has on their livelihoods and well-being (1).'</p>	<p>2</p>	<p>Simply stating Ben is not context.</p>

17		<p>Describe the neuropsychology involved in neuroticism.</p> <p>1 mark for identifying a brain area.</p> <p>1 mark for identifying how that area is involved/active.</p> <p>1 mark for a clear link to neuroticism</p> <p>Example</p> <p>Autonomic nervous system (ANS) (1) has increased activity / over aroused (1) making someone more anxious/angry (1) (which could lead to higher levels of violence or violent crime)</p> <p>Limbic system (1) has increased activity/reactivity (1) making someone more anxious/angry/emotional (1) (which could lead to higher levels of violence or violent crime)</p> <p>Cortex (1) tends to be thicker and less wrinkly (1) making someone more anxious/angry (1) (which could lead to higher levels of violence or violent crime)</p>	3	
18		<p>Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement:</p> <p>'It is possible to change any human behaviour through learning from others.'</p> <p>In your answer, you should refer to the Social Learning Theory of Criminality and to one other theory from another area of psychology you have studied.</p>	13	

		<p><u>AO1 marks</u> Description of the Social Learning Theory of Criminality and one other theory which is either learning based (e.g. Learning theories of development) or is a contrast with Social Learning theory (e.g. social rank theory of depression).</p> <p><u>AO3 marks</u> Use of theories to debate the extent to which behaviour can be changed, e.g. the relative role of nature in explaining behaviours, the effectiveness of strategies which attempt to change behaviours, the reliability of evidence which supports or does not support the role of learning, etc</p> <p>The balance must remain AO1 6 and AO3 7</p> <p>AO1 Level 3 (5-6 marks): There is a thorough description of theories and a sound understanding of their key features. This is demonstrated with accuracy and clarity. The information presented is relevant and the response is very well structured. Level 2 (3-4 marks): There is a good description of theories and a reasonable understanding of their features. This is demonstrated with some accuracy and clarity. The information presented is relevant and in a good structure. Level 1 (1-2 marks): There is a basic description of at least one theory and some knowledge of key features of the theory/theories. This may include some inaccuracy. The information has some relevance but is presented with limited structure. (0 marks):</p>	<p>For AO1: to be placed in Level 2 or above, the response must refer to both the Social Learning theory of criminal behaviour and one (or more) other theory from another area of psychology.</p> <p>For AO3: to be placed in Level 2 or above, the response must refer to both the Social Learning theory of criminal behaviour and one (or more) other theory from another area of psychology.</p>
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		<p>No credit worthy response.</p> <p>AO3</p> <p>Level 3 (5-7 marks): There is a thorough evaluation which offers breadth and/or depth covering at least two different points. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p>Level 2 (3-4 marks): There is a good evaluation which offers breadth and/or depth covering at least two different points. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p>Level 1 (1-2 marks): There may be some basic attempt at evaluation but it will be weak. Judgements will be either unclear or absent.</p> <p>(0 marks): No credit worthy response.</p>		
19		<p>Outline one strength of using a questionnaire in your investigation.</p> <p>1 mark for a relevant strength of using a questionnaire</p> <p>1 mark for applying this strength to the planned investigation</p> <p><u>Example of a 2-mark answer</u></p> <p>'One strength is it allows thoughts and feelings to be accessed (1) which is important as I am asking about something that cannot be easily observed – personal experiences of bullying (1).'</p>	2	If just quantitative & qualitative data explicit reference must be made to the use of open and closed questions in context to be credit worthy.

20	(a)	<p>Write an example of an open question that could be used in your investigation.</p> <p>1 mark for a question that can be judged as open and is relevant to the planned investigation</p> <p>e.g. 'To what extent do you think you are victimised by your bosses?'</p>	1	Make a judgement on the structure of the question rather than features such as grammar or content.
20	(b)	<p>Explain whether this question would give you primary or secondary data.</p> <p>1 mark for knowing it would give primary data.</p> <p>1 mark for knowing why, e.g. because I would be giving/reading out the question myself.</p>	2	
21	(a)	<p>Write an example of a closed question that could be used in your investigation.</p> <p>1 mark for a question that can be judged as closed and is relevant to the planned investigation</p> <p>e.g. 'Which sex do you think is more likely to get bullied at your workplace?'</p> <p>Men [<input type="checkbox"/>] Women [<input type="checkbox"/>] There is no difference [<input type="checkbox"/>]</p> <p>e.g. 'On a scale of 1 to 10, how much bullying do you experience each week? 10 is a lot, and 1 is none at all.'</p>	1	Must include fixed choice responses.
21	(b)	<p>Name a measure of central tendency you could use to analyse responses to this question.</p> <p>The answer could be mode, median or mean.</p>	1	

21	(c)	<p>Explain how you would use this measure of central tendency on your data.</p> <p>1 mark for knowledge of how the chosen measure of central tendency is calculated.</p> <p>1 mark for applying this knowledge to the planned investigation</p> <p><u>Examples of 2-mark answers</u></p> <p>I would use the mode because this looks at the most common category (1) so I would tally how many people said men, women or no difference and then find the one with the highest tally to get an average rating (1).</p> <p>I would use the mean by adding all of the different ratings together (1) and dividing by the number of people who had answered my questionnaire (1).</p>	2	<p>Do not credit calculations of mean if closed question 21 a) had categorical responses (e.g. yes/no)</p>
22	(a)	<p>Explain how you could obtain a self-selected sample for your investigation.</p> <p>1 mark for showing understanding that a self-selected sample are people who have volunteered to be participants.</p> <p>1 mark for making an appropriate suggestion as to how volunteers could be gathered in context.</p> <p>Example of a 1-mark answer I would get people to volunteer to take part in my investigation.</p> <p>Example of a 2-mark answer</p>	2	

			I would place a poster in a local workplace asking for people to volunteer to be a participant by sending me an email.		
22	(b)		<p>Explain how using a self-selected sample could affect the representativeness of your investigation.</p> <p>1 mark for showing an understanding of the term 'representativeness'. 1 mark for suggesting why a self-selected sample may affect the representativeness of their investigation.</p> <p>Example of a 1-mark answer A self-selected sample is a volunteer sample which is not representative (no understanding shown of representativeness).</p> <p>Example of a 2-mark answer As a self-selected sample is made up of volunteers, the representativeness of my investigation may be affected as they will be a certain type within the workplace of people and so may not be an accurate reflection of the wider population.</p>	2	
23			<p>Outline one way you would deal with an ethical issue that might be raised by your investigation.</p> <p>1 mark for an explanation of how the issue could be dealt with for a relevant ethical issue Plus 1 in the context of the planned investigation.</p> <p>Examples of 2-mark answers</p> <p>I would make sure the questionnaires were confidential by not having names/anonymous (1). This is to ensure those who are being bullied cannot be identified.</p> <p>Workers could be made aware, as part of the debriefing,</p>	2	Only credit the first answer if more than one way to deal with ethical issues are dealt with.

		<p>of where to get support (1) if they are being bullied (1).</p> <p>Workers could be made aware, as part of the debriefing(1), tell them the study is about bullying to check they consent (1).</p>		
24		<p>Explain how you would check the external reliability of your questionnaire.</p> <p>1 mark for demonstrating an understanding of the concept of external reliability.</p> <p>1 mark for suggesting a way of establishing reliability</p> <p>1 mark for contextualising the response by relating it to the planned investigation.</p> <p><u>Example of a 3-mark answer</u></p> <p>I would check my questionnaire has external reliability by testing it on a different group of people twice (1) so they would answer the questions on bullying at the start of one week and then I would get them to do it again at the end of the week (1) to see if answers were similar or the same depending on the type of question (1).</p>	3	

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