

**Psychology**

Advanced GCE A2 7876

Advanced Subsidiary GCE AS 3876

**Mark Scheme for the Components**

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**June 2008**

**3876/7876/MS/R/08J**

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**Advanced Subsidiary GCE Psychology (3876)**

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# 2540 Core Studies 1

## Cognitive Psychology

- 1 From the study by Gardner and Gardner:
- (a) suggest **one** way in which Washoe was treated like a human infant. [2]

**Any one from:** she was tickled, always signed to, used toothbrush etc. **2 marks**

**needs to use a comparison with human infants** **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer** identification only **1 mark**

- (b) outline **one** weakness of using the case study method to investigate whether chimpanzees can use human language. [2]

**Any one from:** difficult to generalise to all chimps, can get too involved, lose objectivity. **2 marks**

disadvantage relating to study **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer weakness of case study** **1 mark**

- 2 The table below shows the results from the first experiment by Loftus and Palmer. Outline one conclusion from this table. [2]

**Speed estimates for the verbs used in experiment 1**

Verb	Mean speed estimate (mph)
Smashed	40.8
Collided	39.3
Bumped	38.1
Hit	34.0
Contacted	31.8

**Any two from:** verbs affect the speed estimates given, all speed estimates fairly similar. **2 marks**

**Other appropriate answers verbs affect recall of speed** **2 marks**

**Partially correct answer leading questions/words affect memory** **1 mark**

- 3 From the review by Deregowski suggest **one** ethical implication of conducting cross cultural research. [2]

Any one from: can lead to discrimination, scientific racism. **2 marks**

**Other appropriate answers ethnocentric bias, having new tasks-no understanding-distress** **2 marks**

**Partially correct answer they might not understand the language** **1 mark**

- 4 From the study by Baron-Cohen, Leslie and Frith:
- (a) explain how the Sally Anne Test measures whether a child has a theory of mind. [2]
- Accurate Explanation 2 marks**  
 e.g. when the child is asked the belief question (where will Sally look for her marble?), if the child has a theory of mind the child will reply "in the/her own/Sally's basket" OR if the child does not have a theory of mind then the child will reply "in the/Anne's box."  
**Response from child needs to be explained**
- Partially correct answer 1 mark**
- (b) suggest **one** problem with the validity of this measure. [2]
- Any one from:** use of dolls = low ecological validity, may not represent use of Theory of Mind in everyday life. **2 marks**
- Partially correct answer demand characteristic/guess 1 mark**

### Developmental Psychology

- 5 From the study by Samuel and Bryant on conservation:
- (a) identify **two** features of the sample. [2]
- Any two from:** 252, boys and girls, aged between 5 and 8.5, all from Devon. **1 mark each**
- Other appropriate answers different schools/playgroups 1 mark**
- (b) outline **one** limitation of using different children in each age group studied. [2]
- Any one from:** between subject variables need to be matched, cannot control for personality etc. **2 marks**
- Other appropriate answers 2 marks**
- Partially correct answer identify a limitation e.g. IQ 1 mark**
- 6 Describe how the children were matched on levels of aggression in the study by Bandura, Ross and Ross. [2]
- They were observed at nursery prior to the study and rated by the teacher on a 5 point scale, inter-rater reliability **2 marks**
- Other appropriate answers 2 marks**
- Partially correct answer 1 mark**

- 7 From the study by Hodges and Tizard on relationships suggest **one** way in which the findings could be used in bringing up children. [2]

**Any one from:** results could be used to educate adoptive parents and also parents getting their children back after being in care. **2 marks**

**Other appropriate answers, suggestion related to findings 2 marks**

**Partially correct answer 1 mark**

- 8 **From the study by Freud on phobias:**

- (a) outline one piece of evidence which suggests that Hans's fear of horses was symbolic of a fear of his father. [2]

**Any one from:** he was afraid of horses with black around the mouth and blinkers which represented his moustache and glasses. **2 marks**  
ref to 'daddy don't trot away-----'

**Other appropriate answers 2 marks each**

**Partially correct answer dad played horses with Hans 1 mark each**

- (b) suggest **one** way in which the study by Freud lacked validity. [2]

**Any one from:** little Hans may not have told the truth, the father may have misinterpreted behaviour; Freud may have used subjective interpretation of transcripts from father. **2 marks**

**Other appropriate answers leading Q's with explanation 2 marks**

**Partially correct answer identification without explaining 1 mark**

**Physiological Psychology**

- 9 From the study by Schachter and Singer outline the 'Two factor' theory of emotion. [2]
- Accurate explanation 2 marks**  
**e.g. two factors, one physiological and the other cognitive must be present to experience emotion. So how (physiological) aroused is interpreted depends on the individual's (cognitions) explanation or belief about the situation.**
- Partially correct answer: identification of factors 1 mark**
- 10 Dement and Kleitman conducted a study on sleep and dreaming:
- (a) Outline **one** finding about dreaming from the study. [2]
- Any one from:** dreaming takes place in REM more than in n-REM sleep. Eye patterns and content. Length of dream estimation. **2 marks**
- Other appropriate answers 2 marks**
- Partially correct answer 1 mark**
- (b) Outline **one** limitation of the findings from this study. [2]
- Any one from:** lacks ecological validity, laboratory setting, some anomalous results i.e. some dreams reported in n-REM sleep **2 marks**
- Other appropriate answers 2 marks**
- Partially correct answer NO CONCLUSIONS 1 mark**
- 11 Describe **one** reason why it would be difficult to generalise from the findings of the study by Sperry on split brain patients. [2]
- Any one from:** the patients had severe epilepsy so may not be generalisable to 'normal' brains, controlled lab study. Link to study **2 marks**
- Other appropriate answers 2 marks**
- Partially correct answer 1 mark**
- 12 From the study by Raine, Buchsbaum and LaCasse on murderers' brains:
- (a) identify two areas of the brain where differences were found between murderers and the control group. [2]
- Any two from:** prefrontal, parietal, occipital, corpus callosum, amygdala. hippocampus, thalamus **1 mark each**
- Other appropriate answers 1 mark each**
- (b) suggest **one** possible use for scanning the brains of murderers. [2]
- Any one from:** to look for explanations for behaviour, to identify murderers. evidence for NGRI plea **2 marks**
- Other appropriate answers 2 marks**

**Social Psychology**

- 13 Outline how the participants were selected for the study on obedience by Milgram. [2]

They were selected from responses to a newspaper advert. Need to say how the sample was selected from this. **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer** **1 mark**

- 14 From the prison study by Haney, Banks and Zimbardo:

- (a) identify **two** features of the physical environment which were similar to a real prison. [2]

**Any two from:** size of cells, beds, solitary confinement, bars etc. **2 marks**

**add yard and guard quarters but not dress**  
**Other appropriate answers** **2 marks**

**Partially correct answer** **1 mark**

- (b) outline **one** way in which the study had low ecological validity. [2]

**Any one from:** overall size of prison, basement of university, no real crimes committed, no physical abuse etc. **2 marks**

**Other appropriate answers length of sentence, ratios** **2 marks**

**Partially correct answer** **1 mark**

- 15 Describe **one** weakness of the qualitative data collected in the study by Piliavin, Rodin and Piliavin. [2]

**Any one from:** may have been biased, no explanations for comments made, needs to be interpreted. Many behaviours missed **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer not related to study** **1 mark**

- 16 From the experiments by Tajfel identify **four** possible choices the participants could make when allocating points from the matrices. [4]

**Any four from:** maximum joint profit, maximum difference, maximum ingroup profit, maximum outgroup profit, maximum fairness. **2 marks**

**Other appropriate answers accept descriptions** **2 marks**

**Partially correct answer** **1 mark**



**Individual Differences**

- 17** Gould describes the mass IQ testing of military recruits by Yerkes. Suggest **one** reason why it may be unethical to carry out such testing in today's society. **[2]**
- Any one from:** could lead to discrimination on the grounds of 'intelligence' scientific racism, etc. **2 marks**
- Other appropriate answers distress, (protection) 2 marks**
- Partially correct answer identification or description 1 mark**
- 18** Identify **two** of the questions asked by Hraba and Grant in their study on racial preference. **[2]**
- Any two from:** 'give me the doll... that you want to play with', 'that is a nice doll', 'that looks bad', 'that is a nice colour'. **1 mark each**
- Other appropriate answers 1 mark each**
- 19** From the study by Rosenhan outline **two** strengths of conducting this field experiment. **[4]**
- Any two from:** high ecological validity, realistic, fewer demand characteristics etc. Must be linked to study for full marks. Related to study **2 marks each**
- Other appropriate answers 2 marks each**
- Partially correct answer because they are in a real situation 1 mark**

20 From the study by Thigpen and Cleckley on multiple personality disorder:

(a) identify the type of test illustrated below.

[2]



Projective test.

2 marks

**Other appropriate answers**

2 marks each

**Partially correct answer inkblot / personality test**

1 mark

(b) explain how this test was used in this study.

[2]

Eve Black and Eve White were asked what they could see in this ink blot and this was used to distinguish between their personalities. **2 marks**

**Other appropriate answers; accept unconscious mind 2 marks each**

**Partially correct answer**

1 mark

## 2541 Core Studies 2

Section A		
Q	Description	Marks
1	<p><b>One common way of collecting data in psychology is to ask participants questions and then to analyse the answers. Such data is referred to as a self report measure.</b></p>	
AO1 (a)	<p><b>Hraba and Grant</b> (doll choice)</p> <p><b>Hodges and Tizard</b> (social relationships)</p> <p><b>Thigpen and Cleckley</b> (multiple personality disorder)</p>	
	<p><b>Describe how self report data was gathered in your chosen study.</b></p>	
	<p><i>Emphasis is on detail of chosen core study.</i></p>	
	<p><b>Indicative content:</b> most likely answers (<b>any appropriate answer receives credit</b>)</p> <p><b>Hraba and Grant:</b> children asked 8 questions about doll choice. 3 questioning categories: racial preference, racial awareness, racial self-awareness. Involved black/white children/dolls.</p> <p><b>Hodges:</b> adolescents and parents interviewed and completed questionnaires on social relationships. Teachers completed questionnaires containing Rutter B Scale.</p> <p><b>Thigpen:</b> over 100 hours of interviews with Eve White &amp; Black &amp; Jane. Psychometric and projective tests. No credit for mentioning EEG or letter.</p>	
	<p>No answer or incorrect answer</p>	<p><b>0</b></p>
	<p>One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.</p>	<p><b>1-2</b></p>
	<p>Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.</p>	<p><b>3-4</b></p>
	<p>Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. For 6 marks quality of written communication must be very good.</p>	<p><b>5-6</b></p>
	<p><b>max mark</b></p>	<p><b>6</b></p>

Q	Description	Marks
1 (b) AO1	<b>Briefly discuss TWO strengths and TWO weaknesses of using self report measures giving examples from your chosen study.</b>	
	<p><i>Candidates should provide a general strength/weakness related to the question. They should give an example from their chosen study to illustrate the strength/weakness and they should make a comment about the strength/weakness which may be an evaluation or implication</i></p> <p><b>Assessment includes strength/weakness, example and comment</b>  <b>Important note:</b> as candidates are required to <b>discuss</b>, strength/weakness must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.</p>	
	<p><b>Indicative content:</b> most likely answers (<b>any appropriate answer receives credit</b>):</p> <p><b>Strength:</b> participants given opportunity to express their feelings and explain their behaviour.</p> <p><b>Strength:</b> quality and richness of data gained.</p> <p><b>Strength:</b> Not limited to quantitative.</p> <p><b>Weakness:</b> data may be unique and not comparable to others.</p> <p><b>Weakness:</b> participants may provide socially desirable responses.</p> <p><b>Weakness:</b> participants may respond to demand characteristics.</p> <p><b>Weakness:</b> chance to be less than honest</p>	
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer	<b>0</b>
	Any one of three [point/example/comment]	<b>1</b>
	Any two of three [point/example/comment]	<b>2</b>
	All three [point/example/comment]	<b>3</b>
	<b>max mark</b>	<b>12</b>

Q	Description	Marks
<b>1 (c)</b> AO2	<b>Suggest ONE other way data could have been gathered for your chosen study and say how you think this might change the results.</b>	
	<i>Other ways of collecting data can include alternative methods which would generate different data. Answers must be specific to chosen core study. NB candidates may offer more than one suggestion. All marked and best ONE credited</i>	
	No answer or incorrect answer	<b>0</b>
	Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	<b>1-2</b>
	Relevant alternative described in appropriate detail with understanding of implications.	<b>3-4</b>
	<i>How this might affect the results</i>	
	Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension).	<b>1-2</b>
	Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured.	<b>3-4</b>
	<b>max mark</b>	<b>8</b>

Q	Description	Marks
2	<b>Psychological research is often conducted using the experimental method, which involves the control and manipulation of variables.</b>	
	Bandura, Ross and Ross (aggression)	
	Dement and Kleitman (sleep and dreaming)	
	Samuel and Bryant (conservation)	
(a)	<b>Describe how the experimental method was used in your chosen study.</b>	
	<i>Emphasis is on detail of chosen core study.</i>	
	<b>Indicative content:</b> most likely answers ( <b>any appropriate answer receives credit</b> ):	
	<b>Bandura:</b> lab, experimental and control groups, rigid procedure, lots of controls.	
	<b>Dement:</b> lab, lots of controls, number of different aims.	
	<b>Samuel:</b> 3 main IV's, DV is number of errors made on different tasks.	
	No answer or incorrect answer	<b>0</b>
	One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.	<b>1-2</b>
	Maximum of 2 marks if only experimental method described and no link made to study.	
	Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.	<b>3-4</b>
	Maximum of 4 if no mention of controls or variables.	
	Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. For 6 marks quality of written communication must be very good.	<b>5-6</b>
	<b>max mark</b>	<b>6</b>

Q	Description	Marks
2 (b) AO2	<b>Briefly discuss TWO strengths and TWO weaknesses of the experimental method using examples from your chosen study.</b>	
	<p><i>Candidates should provide a general strength/weakness related to the question. They should give an example from their chosen study to illustrate the strength/weakness and they should make a comment about the strength/weakness which may be an evaluation or implication.</i></p> <p><b>Assessment includes strength/weakness, example and comment</b>  <b>Important note:</b> as candidates are required to <b>discuss</b>, strength/weakness must be explained and not merely identified, example must be explained and not just stated; comment must be explained or show understanding and not just stated.</p>	
	<p><b>Indicative content:</b> most likely answers (<b>any appropriate answer receives credit</b>):</p> <p><b>Strength:</b> manipulation of one variable IV and controls means that cause and effect are more likely.</p> <p><b>Strength:</b> control over many extraneous variables is possible.</p> <p><b>Strength:</b> gathers quantitative data.</p> <p><b>Strength:</b> lab setting should ease data collection e.g. one-way mirror, EEG.</p> <p><b>Strength:</b> easy to replicate.</p> <p><b>Weakness:</b> controlling variables is reductionist – does any behaviour exist in isolation from others?</p> <p><b>Weakness:</b> the task performed is unlikely to be true to real life; the setting itself is low in ecological validity.</p> <p><b>Weakness:</b> participants know they are taking part in a study and may respond to demand characteristics.</p> <p><b>NB:</b> ethics can only be credited as EITHER a strength OR a Weakness.</p>	
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer	<b>0</b>
	Any one of three [point/example/comment]	<b>1</b>
	Any two of three [point/example/comment]	<b>2</b>
	All three [point/example/comment]	<b>3</b>
	max mark	<b>12</b>

Q	Description	Marks
<b>2 (c)</b> AO2	<b>Suggest ONE other way data could have been gathered for your chosen study and say how you think this might affect the results.</b>	
	<i>Changes to the way the data is collected or the methodology may be worthy of credit. Answers must be specific to chosen core study. NB candidates may offer more than one suggestion. All marked and best ONE credited.</i>	
	No answer or incorrect answer.	<b>0</b>
	Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	<b>1-2</b>
	Relevant alternative described in appropriate detail with understanding of implications.	<b>3-4</b>
	<i>How this might affect the results</i>	
	Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension).	<b>1-2</b>
	Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured.	<b>3-4</b>
	<b>max mark</b>	<b>8</b>



Section B		
Q	Description	Marks
3	<b>Psychological research is often conducted in everyday settings.</b>	
	Named studies: <b>Rosenhan</b> (sane in insane places) <b>Piliavin, Rodin and Piliavin</b> (subway Samaritans) <b>Freud</b> (little Hans) <b>Deregowski</b> (perception)	
(a)	<b>Describe how data was gathered in everyday settings in each of these studies</b>	
AO1	<i>Candidates must relate each of the four named studies to the assessment request.</i>	
	<b>Indicative content:</b> Most likely answers (any appropriate answer receives credit): <b>Rosenhan:</b> study conducted in different mental institutions. Data recorded by pseudo patients on behaviour of hospital staff. <b>Piliavin:</b> people will help victim on subway, recorded by observers. Include details of data to be collected. <b>Freud:</b> interview at home with father, asked about relationships with family and his fantasies; Data sent to Freud via correspondence. <b>Deregowski:</b> anecdotal evidence (3 pieces) conducted in real world; empirical evidence too.	
	<i>For each point up to a maximum of FOUR points (one from each study)</i>	
	No answer or incorrect answer.	<b>0</b>
	<b>Identification</b> of point (e.g. a sentence) relevant to question.	<b>1</b>
	<b>Brief Description</b> of point relevant to question but with no analysis (comment with no comprehension) OR two points relevant to question are <b>identified</b> .	<b>2</b>
	<b>Description</b> of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are <b>identified</b> . Spelling, punctuation and grammar are good. <b>NB:</b> for maximum marks reference must be made to the everyday setting.	<b>3</b>
	<b>max mark</b>	<b>12</b>

Q	Description	Marks
3 (b) AO2	<b>Briefly discuss TWO strengths and TWO weaknesses of conducting psychological research in everyday settings, using examples from any of these studies.</b>	
	<p><i>Candidates should provide a general strength/weakness related to the question. They should give an example from any of the listed studies to illustrate the strength/weakness and they should make a comment about the strength/weakness which may be an evaluation or implication.</i></p> <p><b>Assessment includes</b> strength/weakness, <b>example and comment.</b>  <b>Important note:</b> As candidates are required to <b>discuss</b>, strength/weakness must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.</p>	
	<p><b>Indicative content:</b> Most likely answers (<b>any appropriate answer receives credit</b>):</p> <p><b>Strength:</b> participants may be in a natural environment/they may not know their behaviour is being recorded/there may be no demand characteristics, so should behave naturally!</p> <p><b>Strength:</b> findings from such studies may provide useful information about how people behave.</p> <p><b>Strength:</b> setting may be real life and task/behaviour being recorded is real: ecological validity is very high.</p> <p><b>Weakness:</b> one variable cannot be isolated and so cause and effect less likely to be determined.</p> <p><b>Weakness:</b> control of extraneous variables may be very difficult, making study difficult to replicate.</p> <p><b>Weakness:</b> recording of behaviour may be difficult – e.g. obstructions.</p> <p><b>Weakness:</b> ethical problems e.g. psychological harm.</p> <p><b>NB:</b> ethics can only be credited ONCE.</p>	
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer	<b>0</b>
	Any one of three [point/example/comment]	<b>1</b>
	Any two of three [point/example/comment]	<b>2</b>
	All three [point/example/comment]	<b>3</b>
	<b>max mark</b>	<b>12</b>
	<b>TOTAL MARKS AVAILABLE</b>	<b>24</b>

Q	Description	Marks
4	<b>Some psychologists believe that complex human behaviour can best be understood by breaking it down into basic components. This is typical of a reductionist approach.</b>	
AO1	<p>Named studies:</p> <p><b>Schachter and Singer</b> (emotion)</p> <p><b>Raine, Buchsbaum and LaCasse</b> (brain scans)</p> <p><b>Tajfel</b> (intergroup discrimination)</p> <p><b>Sperry</b> (split brain)</p>	
	<b>(a) Describe how a reductionist approach has been used in each of these studies.</b>	
	<i>Candidates must relate each of the four named studies to the assessment request.</i>	
	<p><b>Indicative content:</b> most likely answers (<b>any appropriate answer receives credit</b>):</p> <p><b>Schachter:</b> emotion has physiological (arousal) and psychological (cognitive) components.</p> <p><b>Raine:</b> identification that various components of brain function differently and influences Behaviour. Behaviour reduced to brain function.</p> <p><b>Tajfel:</b> mere categorisation will lead to in-group favouritism and out-group discrimination.</p> <p><b>Sperry:</b> behaviour reduced to lateralisation of brain function.</p>	
	<i>For each point up to a maximum of FOUR points (one from each study)</i>	
	No answer or incorrect answer	<b>0</b>
	<b>Identification</b> of point (e.g. a sentence) relevant to question.	<b>1</b>
	<p><b>Brief Description</b> of point relevant to question but with no analysis (comment with no comprehension) OR two points relevant to question are <b>identified</b>.</p> <p>Maximum of 2 if no link to reductionist approach.</p>	<b>2</b>
	<p><b>Description</b> of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are <b>identified</b>. Spelling, punctuation and grammar are good.</p>	<b>3</b>
	<b>max mark</b>	<b>12</b>

Q	Description	Marks
4 (b) AO2	<b>Briefly discuss TWO advantages and TWO disadvantages of the reductionist approach.</b>	
	<p><i>Candidates should provide a general advantage/disadvantage related to the question. They should give an example from their chosen study to illustrate the advantage/disadvantage and they should make a comment about the advantage/disadvantage which may be an evaluation or implication.</i></p> <p><b>Assessment includes advantage/disadvantage, example and comment</b>  <b>Important note:</b> As candidates are required to <b>discuss</b>, advantage/disadvantage must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.</p>	
	<p><b>Most likely answers (any appropriate answer receives credit):</b></p> <p><b>Adv:</b> in theory it is easier to study one aspect rather than several interacting aspects.</p> <p><b>Adv:</b> makes comparisons easier.</p> <p><b>Adv:</b> provides a starting point for further research.</p> <p><b>Adv:</b> if one aspect is isolated and others controlled then study is more objective/scientifically acceptable.</p> <p><b>Disadv:</b> components may be difficult to isolate and so manipulate.</p> <p><b>Disadv:</b> if an isolated behaviour is studied in a lab it may lack ecological validity.</p> <p><b>Disadv:</b> any behaviour may not be meaningful if studied in isolation from wider social context.</p>	
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer	<b>0</b>
	Any one of three [point/example/comment]	<b>1</b>
	Any two of three [point/example/comment]	<b>2</b>
	All three [point/example/comment]	<b>3</b>
	<b>max mark</b>	<b>12</b>
	<b>TOTAL MARKS AVAILABLE</b>	<b>24</b>

## 2542 Psychological Investigations

### Activity A: Questions, self reports and questionnaires

**1 Describe the sampling method used to select the participants for this activity. [2]**

Candidates should give a brief description of the sampling method as it was used **in their own activity**.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the candidate has given a brief description of an appropriate sampling method but has not related this to his/her own activity.

2 marks – the candidate has given a brief description of how the participants were selected for this activity.

**2 Outline ONE strength and ONE weakness of this sampling method. [4]**

Candidates may give general strengths/weaknesses of the sampling method used or may give more specific strengths/weaknesses related to their own activity.

2 marks for strength and 2 marks for weakness.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the candidate has identified an appropriate strength/weakness but this lacks clarity/detail.

2 marks – the candidate has outlined clearly an appropriate strength/weakness.

**3 (a) Suggest an alternative sample of participants that may have been used for your investigation. [2]**

Candidates may suggest any alternative sample but this must be a different sample as opposed to simply stating that the sample should be larger. Likely answers are different age group, different gender, different school, town or culture.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the candidate has suggested an alternative sample although the description is brief or lacks clarity

2 marks – the candidate has suggested an alternative sample and this has been clearly and concisely described.

**(b) Explain how using this alternative sample of participants might affect your results. [4]**

Candidates may discuss one possible effect in detail or several possible effects in less detail. It will be appropriate to discuss specific changes to the results as well as discussing the results in more general terms, for example the generalisability.

0 marks – the candidate has not provided any creditworthy information

1 mark – the candidate has identified one possible effect but there is no discussion

2 marks – the candidate has identified more than one possible effect but there is no discussion

3 marks – Either: the candidate has identified and discussed one possible effect in some detail although there is some omission or lack of clarity.  
OR the candidate has identified more than one possible effect and has made some attempt at discussion.

4 marks – Either: the candidate has identified and discussed one possible effect and the quality of the discussion is very good.  
OR the candidate has identified and discussed a number of possible effects with some discussion of each.

### Activity B: An observation

#### 4 Describe how you investigated the aim of your observation. [4]

Candidates should provide enough information to allow replication of the observation. This would include details of the categories/coding scheme (although not necessarily the entire coding schedule), where the observation was conducted, who the sample was and how long the observation was conducted for.

0 marks - the candidate has not provided any creditworthy information.

1 mark – the candidate has provided minimal information about the conduct of their observation and it would not be possible to replicate this.

2 marks – the candidate had provided some relevant information but replication would not be possible.

3 marks – the candidate has explained how their observation was conducted (and the aim is clear) but omissions mean that it would be difficult to replicate this.

4 marks – the candidate has explained fully how their observation was conducted (and the aim is clear) and replication would be possible.

#### 5 Suggest TWO improvements that could be made to the way your observation was carried out and outline the possible effect of each of these improvements on your observation. [6]

Candidates may suggest improvements to any aspect of their observation: coding scheme or categories, use of observers, sample, choice of site, time etc, ethical issues. Possible effects can be considered on the results, reliability, validity, ethics, etc

3 marks for each improvement + possible effect

0 marks – the candidate has not provided any creditworthy information.

1 mark – the candidate has identified an appropriate improvement but their answer is brief, general (as opposed to specific to their observation) or lacks clarity. There is no consideration of possible effects.

2 marks – Either: the candidate has identified an appropriate improvement and this has been given in the context of the candidate's own observation.

Or: the candidate has identified an appropriate improvement but their answer is brief, general or lacks clarity. However, there is an outline of an appropriate possible effect.

3 marks – the candidate has identified an appropriate improvement and this has been given in the context of the candidate's own observation. There is an outline of an appropriate possible effect.

**6 Outline one strength and one weakness of using observational methods. [4]**

Strengths of observational methods include: high ecological validity (if observation conducted in natural environment). Low demand characteristics (assuming no informed consent).

Weaknesses include: lack of control, inability to infer cause and effect relationships, possible ethical issues, observer bias.

Note that this question does not refer to the candidate's own observation and answers that are specific to the candidate's own observation can be credited only if they are reporting a strength/weakness that is valid in terms of observational methods generally.

2 marks for strength and 2 marks for weakness.

0 marks - the candidate has not provided any creditworthy information.

1 mark - the strength/weakness is appropriate but the answer is very brief or lacks clarity.

2 marks - the strength/weakness has been clearly and concisely outlined.

**Activity C: Collection of data to investigate the difference between two conditions.**

**7 (a) What is meant by an 'independent measures design'? [2]**

An independent measures design is where different participants are used in each condition of the investigation.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the answer is vague or lacks clarity (for example simply stating 'different participants')

2 marks – the design has been clearly explained.

**(b) What is meant by a 'repeated measures design'? [2]**

A repeated measures design is where the same participants are used in each condition of the investigation.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the answer is vague or lacks clarity (for example simply stating 'same participants')

2 marks – the design has been clearly explained.

**8 Outline the design that was used for your investigation. [2]**

Candidates should outline the design that was used in their investigation and give brief details relating to the two conditions. Note: matched pairs may have been used by some candidates (although this is unlikely).

0 marks – the candidate has not provided any creditworthy information.

1 mark – the design is named (e.g. independent measures) but no further information has been given.

2 marks – the design is clearly outlined and this includes some information about the two conditions.

**9 Outline ONE advantage and ONE disadvantage of using this design for your investigation. [6]**

Advantages of an independent measures design include: lack of order of effects (boredom, improvement) less chance of demand characteristics. The main disadvantage is the fact that participant variables are not controlled and this means that differences between the two groups may explain the results rather than the experimental manipulation. You also need a larger sample of participants than you would if using repeated measures.

The main advantage of repeated measures is that participant variables have been controlled and this means that differences are likely to be due to the experimental manipulation. You also need fewer participants to conduct the study. The disadvantages are that order effects are more likely and participants are more likely to be able to work out the aim of the investigation.

Candidates may have used matched pairs design (although this is unlikely) and here the advantages would be that you have made the two groups as alike as they can be without being the same people and have thus eliminated the problems of order effects and demand characteristics. Disadvantages would be the problems associated with matching participants.

3 marks for advantage and 3 marks for disadvantage.

0 marks – the candidate has not provided any creditworthy information.

1 mark – the candidate has identified an appropriate advantage/disadvantage but this has not been clearly outlined and there is no reference to the candidate's own investigation.

2 marks – the candidate has clearly outlined an appropriate advantage/disadvantage although there is no reference to their own investigation. OR reference to own investigation but without clearly outlining the advantage and disadvantage

3 marks – the candidate has outlined an appropriate advantage/disadvantage and has made explicit reference to the use of this design in their own investigation.



**Activity D: Collection of data involving two independent measures and analysis using a test of correlation.****10 State the null hypothesis for your activity. [3]**

Candidates who produce an alternative (research) hypothesis will not be awarded any marks. Candidates who write both alternate and null hypotheses can have the null credited only if it is identified as such.

0 marks – the candidate has written an alternative hypothesis, a hypothesis stating difference rather than correlation or has provided no creditworthy information.

1 mark – the candidate has written a null hypothesis (stating no correlation or no relationship) but the variables are not included (e.g. there will be no significant relationship in the results) or the candidate refers to variables as A and B (e.g. A is not related to B)

2 marks – the candidate has written a null hypothesis with one variable (e.g. there will be no relationship between the hours of sleep and the results)

3 marks – the candidate has written a null hypothesis and both variables are clearly identified (e.g. there will be no relationship between the numbers of hours of sleep and the number of words found in a word search)

**11 Sketch a scatter graph of your results. [3]**

0 marks – the candidate has not drawn a scatter graph or there is no creditworthy information

1 mark – the candidate has drawn a scatter graph but there are no labels or scales.

2 marks – the candidate has drawn a scatter graph with labels and scales incomplete.

3 marks – the scatter graph has been drawn correctly, both axes have been labelled and the scale is clear.

**12 (a) Outline the conclusion that you reached in relation to your hypotheses. [3]**

Candidates should state the conclusion clearly and for full marks this should be done in relation to the hypotheses. E.g. the alternative hypothesis, that there is a positive correlation between number of hours of television watched and the number of hours of homework completed was rejected and the null hypothesis accepted. We found no relationship between these two variables.

0 marks – the candidate has provided no creditworthy information.

1 mark – there is a brief or unclear conclusion with no mention of either hypothesis.

2 marks – the conclusion is stated clearly and also whether the hypothesis (null or alternate) has been accepted or rejected.

3 marks – the conclusion is stated clearly and also whether the hypothesis (null and alternate) has been accepted or rejected.

**(b) Explain how you analysed your data in order to reach this conclusion. [3]**

This is asking candidates to explain their inferential statistical analysis. Candidates are most likely to have used a Spearman's Rho test to analyse their data but may also have used a Pearson's Product Moment.

0 marks – no creditworthy content

1 mark – very brief details given, most likely simply stating which test was used. Lack of understanding evident

2 marks – the statistical test is named and the results are referred to although this answer lacks some clarity and is unlikely to mention significance levels/probability (OR clear, but test not named)

3 marks – the statistical test is named, the results are referred to and these are explained in terms of significance levels/probability. Understanding of the process of inferential testing is clear.

# 2544 Psychology and Education

## SECTION A

- 1 (a) 6 – AO1  
(b) 10 – A02

- 1 (a) **Outline ONE way to improve the motivation of pupils.** [6]

*Brief background to most likely responses*

This question is intended to enable candidates to outline one of many possible ways to motivate students in an educational environment. The answers will no doubt reflect the earlier section on the specification by being placed within the context of psychological, cognitive or humanistic approaches

Most likely responses will be; Yerkes-Dodson; Kagan and Lang (1978) visual representation and the all time favourite Maslow's hierarchy of needs.

Weaker responses will be brief, lack detail and show little understanding of how the motivational method provided can be related to educational settings. Stronger responses will clearly link the method of improving motivation to educational settings.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to describe a motivational method. 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 type of motivational method 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 the nature of the motivational method being suggested from a psychological perspective and how this relates to education. The answer is detailed, well organised and the candidate clearly understands what they have written.

**(b) Compare ways to improve the motivation of pupils.****[10]***Brief background to most likely responses*

This question allows candidates the opportunity to discuss free will and determinism as each of the perspectives mentioned in 1(a) offer a slightly different position. The reductionist stance of the physiological and cognitive approaches contrasts with the humanist stance. There are clear difficulties in applying a physiological model to classroom events, quite how does a teacher control the stimulation of all the individuals. The cognitive view offers more practical insight and therefore does have some use in the classroom but I think it would be a brave teacher to regularly set their pupils to visualise their goals! Maslow's hierarchy of needs is easily understood by most candidates and equally easily applied to the classroom. The evidence base for each of these could be questioned.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks:	The answer attempts to discuss the use of performance assessment. 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 relevant issues are raised and applied in an appropriate way to the issue of discussing the use of performance assessment. 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 usefulness of performance assessment. 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.

- 2 (a) Describe ONE strategy to prevent disruptive behaviour in school. [6]

*Brief background to most likely responses*

Candidates have been asked to describe a preventative strategy. The assumption is that there is an unsuitable behaviour that needs addressing. Cognitive behaviour modification (Meichenbaum and Goodman, 1971) with the temptation to talk about CBT! Behaviour modification based on replacing disruptive behaviour with more appropriate behaviour (Presland, 1989).

Weaker responses will lack a clear link to prevention preferring simply to describe a technique that 'deals with' inappropriate behaviour. Stronger responses will clearly describe a preventative strategy and link this to an educational setting.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to describe a preventive strategy. 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 preventive strategy 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 preventive strategy and relates this to an educational setting from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- (b) Discuss the usefulness of strategies to prevent disruptive behaviour in school. [10]

*Brief background to most likely responses*

Prevention strategies are often at school and classroom level (Cotton, 1990). These can be very successful if all involved follow the same guidelines. They can also assume most pupils will behave and respond in the same way, this can be viewed as deterministic as well as reductionist. Most evidence is source from countries with thriving economies. Another issue that may be raised is usefulness to teachers and other students.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks:	No answer or incorrect answer.
1-4 marks:	The answer attempts to discuss the usefulness of strategies to prevent disruptive behaviour in school. 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 relevant issues are raised and applied in an appropriate way to the usefulness of strategies to prevent disruptive behaviour in school. 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 usefulness of strategies to prevent disruptive behaviour in school. 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.

**SECTION B**

- 3 (a) Describe what psychologists have found out about special educational needs. [10]**

The question provides candidates with the opportunity to describe a wide range of research related to special educational needs, it is expected that candidates will select research from the following areas; definitions types and assessment; causes and effects of a learning difficulty; and strategies for educating children with special educational needs.

Weaker responses will be brief and lack detail. Stronger responses will describe the research accurately and in more detail and cover the range listed above.

Definitions of special needs are likely to be related to government policy and the Code of Practice or Warnock (1978). The assessment process staged and can involve multi-agencies and will often result in a statement of need. Candidates are likely to refer to ADHD and ADD, dyslexia and giftedness.

Dyslexia involves difficulty in learning the symbols for language and it can be sub-divided into various types and even have an impact on organisation. The autistic spectrum has a range of implements and is far more common in males. Theory of mind is likely to be raised. ADHD is a result of neurological disorder, can cause impulse behaviour and an inability to settle. Giftedness is exceptional ability and may create problems due to boredom and social exclusion.

The responses for this strategy will depend on the special need: Jordan and Jones (1999) suggest integration; Powell (2000) indicates the need for more concrete processes; dyslexics can use a variety of techniques (Selikowitz, 1998) related to correct regular errors. The suggestions for gifted pupils are less clear as this is a fairly recent concern but enrichment often features.

**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 is 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 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, and/or 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 10 marks for question part (a)



**3 (b) Evaluate what psychologists have found out about special educational needs. [16]**

Candidates are required to evaluate research that is related to special educational needs and not just to describe more findings. Strong responses will provide a wide range of evaluative issues that represent special educational needs and effectively analyse this material. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail and not cover the range of perspectives.

The likely evaluative issues may be;

- deterministic explanations of SEN
- validity of the explanations
- problems with reliability of diagnosis
- reductionism and labelling
- usefulness of the findings to improve teaching; some techniques are proving very successful (coloured glasses to aid reading)
- difficulty in resolving the debate on integration/segregation.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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 16 marks for question part (b)**

- 3 (c) Teachers are discussing the grouping arrangements for special needs pupils starting secondary school. Using your psychological knowledge, what advice would you give to the teachers? Give reasons for your answer. [8]

The point of this question is to allow candidates the opportunity to suggest how special educational needs can be met. The age and grouping issue should be cues for selecting an appropriate suggestion, although the grouping issue is more likely to be addressed. The suggestions will be between mainstream and/or segregation, Jordan and Jones (1999) makes the case for specialist rather than integrated. The suggestion will depend on the special need that is being addressed.

**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/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 8 marks for question part (c)**

- 4 (a) Describe what psychologists have found out about the design and layout of educational environments. [10]

This question is straightforward and follows the exam specification rubric. Candidates are expected to describe; physical features; the effects of physical features on performance and feelings; and creating better environmental conditions for learning. Candidates may well combine the first two areas.

Weaker responses will be brief and lack detail. Stronger responses will describe the research accurately and in more detail and cover the range of perspectives, with each clearly linked to motivational issues.

Lighting can have a positive effect on performance but only up to an optimum (Sanders and McCormick, 1987). Noise can have an impact but this is dependent on experience and personality (Maxwell and Evans, 2000 and Belojevic et al 2000). Colour has an impact on mood (Stone, 2001), changing seating can have an impact on learning but this depends on the subject and how often furniture is moved, Bennett and Blundell (1983) consider whether seating has an effect on quality or quantity of work.

Creating better environmental conditions for learning is complex due to the huge variety of possibilities. It may be more suitable to suggest that teachers should be aware of environmental features and therefore take them into account (Mellard, 2001).

#### 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 is 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 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 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 10 marks for question part (a)**

4 (b) Evaluate what psychologists have found out about the design and layout of educational environments. [16]

Candidates are required to evaluate research that is related to the design and layout of educational environments and not just to describe more findings. Strong responses will provide a wide range of evaluative issues that represent a range of environmental issues and effectively analyse this material. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail and not cover a range of motivational issues.

Likely issues raised may be:

- Nature nurture debates: do environments make the people or do people respond to environments?
- Usefulness of theoretical approaches in the classroom: ideas are presented that could be used to improve the learning environment.
- Methodological issues; Hawthorn effect is regularly mentioned; are the results obtained just because of an observer?
- Reliability and validity of the techniques used: are the measurements from such studies accurate or useful?
- Individual differences; why should one environment suit all individuals/subjects/time of the year?
- Reductionist arguments to explain human behaviour.
- Ethics: does changing the environment have a negative impact on learning, it must for some.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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 16 marks for question part (b)**

- 4 (c) **A new sixth form centre is being built. Using your psychological knowledge, suggest a design for the study area to create better environmental conditions for learning. Give reasons for your answer.** [8]

The evaluation section for this question (4c) would indicate that this answer will have a huge number of possibilities. The answer needs to address; the needs of older students, so control should not be such an issue; and the room is a study area not for formal teaching. Colour, lighting, furniture, noise could all be mentioned but must have psychological rationale.

**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/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 8 marks for question part (c)**

**Total question mark 34 (AO1=14; A02=20)**

**TOTAL MODULE MARK = 50 (AO1=20; A02=30)**



## 2545 Psychology and Health

### SECTION A

- 1 (a) Describe ONE study which investigates reducing accidents and promoting safety behaviour. [6]

There are many studies from which to choose. Most likely selections might include the Pitts (1996) study of legislation in the wearing of cycle helmets or the study by Fox (1987) of the use of a token economy in reducing accidents in a coal mine or the media campaign studied by Cowpe (1989) to reduce chip pan fires. Better answers will identify what was done in a study and what was found. Anecdotal answers that do not identify a study will receive a maximum of 2 marks.

Marks	Mark Descriptor
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to describe a study which investigates reducing accidents and promoting safety behaviour. 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 investigates reducing accidents and promoting safety behaviour 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 one study which investigates reducing accidents and promoting safety behaviour from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- 1 (b) **Discuss the validity of studies which investigate reducing accidents and promoting safety behaviour.** [10]

A huge number of points are available to candidates to use here. The key command of the question is the issue of validity, sound answers to this question will clearly illustrate that they appreciate the meaning of this issue. The question invites candidates to discuss studies, it is expected that a number of studies will be commented on (or attempts to reduce accidents and promote safety behaviour), not only the study described in part (a). Some of the points which may be raised in answer to this question could include how confident researchers can be in the data they deal with, the difficulties of self report in providing valid information and even the issue of sample and generalisability of the findings.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks:	No answer or incorrect answer.
1-4 marks:	The answer attempts to evaluate the validity of studies which investigate reducing accidents and promoting safety behaviour. 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.
5-7 marks:	The answer is appropriate to the assessment request. Some evaluative issues are raised and applied in an appropriate way to the validity of studies which investigate reducing accidents and promoting safety behaviour. 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 relating to the validity of studies which investigate reducing accidents and promoting safety behaviour. 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.

**2 (a) Outline ONE theory of substance abuse. [6]**

There are several theories from which candidates are required to select one. Most likely answers would outline the theories of Griffiths (1995) or Orford (1985) (2001) or indeed Ogden's (1996) application of Social learning theory or the biological/medical perspective would be appropriate. Irrespective of the theory chosen, weaker answers are likely to describe it in basic terms where stronger answers will give a detailed description with examples where appropriate and make use of Psychological terminology and rationale.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one theory of substance use and abuse. 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 theory of substance use and abuse 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 one theory of substance use and abuse from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) **Assess the usefulness of theories of substance abuse.** [6]

This question requires candidates to consider the extent to which theories of substance abuse can further our understanding of human behaviour and experiences and/or make a contribution to human welfare by being applied. Candidates are expected to consider more than the one theory they presented in part (a) in order to access the higher marks. It is expected that candidates may consider the way in which various theories could lead to relevant treatment for users of substances or to changes in policy, legislation or social action which may be of benefit. Comments relating to the lack of useful application of a theory would be equally credit worthy. Weaker answers are likely to be characterised by simple description of the theories without an assessment of their usefulness.

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to assess the usefulness of theories of substance abuse. 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 evaluative issues are raised and applied in an appropriate way to assess the usefulness of theories of substance abuse. 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 assessing the usefulness of theories of substance abuse. 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.

**SECTION B****3 (a) Describe what psychologists have learned about pain. [10]**

Candidates can select from a wide range of material for this question. Most likely answers will give examples of empirical work on pain but reviews of theoretical work can also receive credit. Likely content may include: Gate control theory Melzack and Wall (1960), specificity theory Von Frey (1895), pattern theory, measuring pain using: EMG, EEG, observation, UAB Pain behaviour scales Richards et al (1982), self report. McGill pain Questionnaire Melzack (1975), Varni/Thompson Paediatric pain Questionnaire McGrath and Brigham (1992) and managing pain such as medication, surgery, counter stimulation, TENS. Coping training Basler and Rehfisch (1990), distraction Beales (1979) and Imagery Sarafino (1994). The mention of Placebos and hypnosis would also be appropriate.

**CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH (AO1)**

- 0 marks Incorrect or inappropriate material is presented.
- 1 mark There is 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 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 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, 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.

**3 (b) Evaluate what psychologists have learned about pain. [16]**

The evaluation issues are likely to depend on the material selected in part (a). They could include issues of measurement and its validity for example or management and its usefulness. Issues of individual difference, reliability and ethics might also be constructively used.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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. |

- 3 (c) **A pharmaceutical company have developed a new painkiller. Using your knowledge of psychology suggest how the effectiveness of the drug could be measured. Give reasons for your answer.** [8]

It is likely that most candidates will be able to identify one technique to measure the effectiveness of the drug. It is expected that candidates will outline a method by which patient's pain with and with out the drug could be measured. It is expected that candidates will base their suggestions on some empirical evidence, questionnaires and rating scales such as the McGill pain Questionnaire or physiological methods such as EMG or EEG. The very best answers will also give some consideration to experimental design, as well as the concept of fair testing. Weaker answers will tend not to be able to provide psychological rationale or make the suggestion explicitly relevant to the request.

#### **APPLICATION (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/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.



- 4 (a) **Describe what psychologists have learned about lifestyle and health behaviour.** [10]

Candidates may select from a wide range of material in response to this question. Strong answers will make good use of appropriate empirical evidence and/or theory which may include some of the following: Belloc and Breslow (1965) Fraser et al (2001) poverty and glaucoma, Friedman and Rosenman (1958) type A personality and heart disease, Terman (1921) religiosity and health, Becker and Rosenstock (1984) health belief model, Rotter (1966) locus of control, Theory of planned behaviour, Ajzen (1991).

**CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH (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 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, 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.

- 4 (b) **Evaluate what psychologists have learned about lifestyle and health behaviour.** [16]

There are many evaluative issues which can be applied to answering this question. The key question being, to what extent do we understand how lifestyle affects health behaviours and to what extent can we contribute to improving peoples health as a result of the psychological research conducted? Issues such as generalisability of studies, their ecological validity and ethical implications could all be usefully applied to the question.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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. |

- 4 (c) **A student, feeling hungry on the way home from school, goes into a shop and chooses an apple in preference to a chocolate bar. Using your knowledge of psychology, suggest why the student made this choice. Give reasons for your answer.** [8]

It is likely that most candidates will be able to offer a suggestion for identifying factors which determine the healthy choice. Likely suggestions will involve applying one of the models of Health belief to the situation. Stronger answers will provide a suggestion which is highly appropriate to the question as well as offering sound psychological rationale to explain why their suggestion is appropriate.

**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/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.

## 2546 Psychology and Organisations

### SECTION A

- 1 (a) Describe ONE study that shows the effects of temporal conditions on workers.

[6]  
[AO1]

*Most likely answers will describe: the study by Blakemore with Czeisler and Coleman (1988) which showed that shift work should be rotated forward because the body's rhythms are more adaptable in this direction and should only change on a 3 week schedule. Jamal (1981) studied nurses on fixed and variable shift patterns with fixed patterns showing better job satisfaction and Dipboye (1994) found lower job satisfaction, lower performance and greater health risks with shift work.*

Marks	Mark Descriptor
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to describe a study of temporal conditions on workers. 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 of temporal conditions 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 of temporal conditions from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total marks: [6]**

- 1 (b) Assess the usefulness of research into temporal conditions on workers. [10]  
[AO2]

*The assessment of usefulness of research may refer to its' reliability, validity, generalisability and effectiveness. The best answers will remain focused on the usefulness of the research. Weaker answers will drift into other issues. With no explicit reference to usefulness, the maximum mark should be 4.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of research into temporal conditions. 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 evaluative issues are raised and applied in an appropriate way to the issue of the usefulness of the research. 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 usefulness of research into temporal conditions. 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 theory of motivation which can be applied to the workplace. [6]

*Likely answers: Maslow's need theory (1954) McClelland's achievement motivation theory, reinforcement theory, Goal setting (Locke and Latham 1984) and Equity theory.*

*Weak answers will be brief, lack detail and lack understanding of how the theory can be applied in the workplace. Stronger responses will have more detail, clarity and demonstrate a sound understanding of the application of the theory to the workplace.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by a theory of motivation. 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 theory of motivation 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 theory of motivation related to the workplace. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total Marks: [6]**



2 (b) Discuss the difficulties of applying theories of motivation to the workplace.[10]

*Most likely answers will include ethnocentrism as the theories have been proposed by western psychologists, individual differences, generalisability and lack of validity or effectiveness e.g. Maslow. The best answers will remain focused on difficulties. Weaker answers will drift into other issues. With no explicit references to difficulties, the maximum mark should be 4.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the difficulties of applying theories of motivation to the workplace. 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 are raised and applied in an appropriate way to the difficulties of applying theories of motivation to the workplace. 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 difficulties of applying theories of motivation to the workplace. 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 learned about the selection of people for work. [10]

*Candidates can select from a wide range of techniques and research for this question. They may well concentrate on psychometric testing such as ability and personality test. However, to add breadth to the answer they should include information on the types and pitfalls of different selection interviews such as traditional or structured interviews and also the way in which personnel decisions are made in terms of cut-off criteria or selection ratios.*

**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 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 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, 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: [10]**

- 3 (b) Evaluate what psychologists have learned about the selection of people for work. [16]

*The reliability and validity of tests is most likely to appear; other evaluation issues can be the effectiveness of the methods and their generalisability to different workplace settings.*

*The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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: [16]**

- 3 (c) **An airline is recruiting pilots. Use your psychological knowledge to suggest a selection procedure for airline pilots. Give reasons for your answer. [8]**

*Candidate may select tests for hand-eye coordination, eyesight or general ability tests. The suggestion should be appropriate to the requirements of an air line pilot and have a psychological basis.*

**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/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: [8]**

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

- 4 (a) Describe what psychologists have learned about interpersonal communication systems. [10]

*Types of communication channel include: face-to-face, telephone, writing, e-mail and meetings. There is a wide range of research material: Tannen (1995) on gender differences in communication, Muchinsky (1977) preference for face-to-face communication, Cooley (1994) on problems with the use of jargon. The flow of communication can be downward, upward or lateral although workers are happier to receive downward and give upward although lateral communication can result in gossip (Baird 1997). Communication networks include centralised (wheel, chain and y) and decentralised (circle) Leavitt (1951) – centralised better for simple tasks and decentralised for complex tasks. Improving communication flow is achieved by avoiding distortion, reducing overload and improving encoding and decoding. Stronger candidates will select three or four pieces of evidence that are directly linked to interpersonal communication. Weaker candidates will usually select fewer pieces of evidence and only partially relate these to interpersonal communications.*

### 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 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, 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: [10]**

4 (b) Evaluate what psychologists have learned about interpersonal communication systems. [16]

*The evaluation points are likely to depend on the material used in part (a) but may include individual differences, problems of self report, demand characteristics and usefulness of the findings. Other issues may be research methodology including the Halo and Hawthorn effects and reductionism or determinism.*

*The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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: [16]**



- 4 (c) **Production of a complex toy, involving the cooperation of several departments is frequently disrupted. Using your knowledge of psychology, suggest ways in which communication could be improved. Give reasons for your answer. [8]**

*Based on Leavitt's work on networks, candidates may suggest a decentralised network (circle and/or channel) to enable information to be passed by various members quickly and efficiently. It is expected that stronger candidates will produce answers that relate to a toy assembly situation whereas weaker answers are likely to be anecdotal and not make the psychology rationale clear.*

**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: [8]**

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

**TOTAL MODULE MARK: [50] (AO1=20; AO2=30)**

# 2547 Psychology and Environment

## SECTION A: Answer question 1 or question 2.

- 1 (a) Describe ONE study investigating the effects of climate and weather on health. [6]

*Candidates will most likely discuss Seasonal Affective Disorder e.g. Rosenthal et al (1984). However, research into sudden infant death syndrome Schluter et al (1998), hypothermia (Kazantizis 1967), barometric pressure changes or heat exhaustion may also be discussed.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe a study on the effects of climate and weather on health. 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 the question 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 on the effects of climate and weather on health from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total marks [6]**

- (b) Discuss problems psychologists may face investigating the effects of climate and weather on health. [10]

*Answers must focus on the problems within this topic area. Problems could include individual differences, methodology, ethnocentrism, generalisability.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to address the question. 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 are raised and applied in an appropriate way to the effects of climate and weather. 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 of research into the effects of climate and weather. 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) Outline ONE explanation of crowd behaviour. [6]**

*Candidates may consider social contagion/law of mental unity – Le Bon 1879; deindividuation – Festinger 1952; deindividuation and diffusion of responsibility – Zimbardo 1969, Mullen 1986, Mann 1981; arousal – Diener 1979; emergent norm theory – Turner & Killian 1972, 1993; social identity theory – Reicher 1982; context or situation – Marsh et al 1996; convergence theory – Shellow & Reomer 1966.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe an explanation or theory of crowd behaviour. 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 an explanation or theory of crowd behaviour 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 an explanation or theory of crowd behaviour from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**Total marks [6]**

**(b) Contrast different explanations of crowd behaviour. [10]**

*Candidates may contrast two explanations or theories or several in less detail.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to contrast different explanations or theories of crowd behaviour. 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 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 contrast different explanations or theories of crowd behaviour. 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: Answer question 3 or question 4.****3 (a) AO1****Describe what psychologists have learned about architecture and behaviour.**  
**[10]**

*Candidates may discuss architectural determinism and theories of effects of urban living (e.g. overload, environmental stress, behaviour constraint and adaptation level). Research into the effects of urban living on social behaviour – e.g. Webber (1963) propinquity; Bornstein (1979) pace of life; Newman and Mc Cawley (1977) eye contact in city or rural areas may be considered; Milgram (1977) responses to handshaking. Also research into effects of urban living on health (physical and mental) – e.g. Goldstein et al (1990) on stress and well-being' Yip et al (2000) urban/rural differences in suicide rates. Urban renewal is an integrated series of steps taken to maintain and upgrade the environmental, economic and social health of an urban area. Studies such as Fried (1963) on residential relocation of Italian working class can be used. Housing design e.g. Pruitt-Igo; comparison of high rise/low rise multiple-unit residences (McCarthy et al 1978). Also research into defensible space (e.g. Oscar Newman).*

*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 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, 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]**

- (b) AO2**  
**Evaluate what psychologists have learned about architecture and behaviour.**  
**[16]**

Note: Any evaluative point can receive credit

E.g. How psychologists gain their evidence  
 Implications  
 Individual/cultural differences  
 Situations/dispositional explanations.

**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]**

**(c) AO1/AO2**

**A village has been labelled ‘The Worst Place to Live’. Using your knowledge of psychology, suggest design features that could be introduced to benefit the residents. Give reasons for your answer. [8]**

Mark scheme guidelines apply in that any reasonable suggestion is acceptable. For example, Ulrich (1984) scenic view from hospital window aids recovery; communal seating (sociopetal rather than sociofugal); attractive seating areas e.g. plazas with fountains, trees, food stands etc (Whyte 1974); use of communal space (Howell 1980); need for defensible space to feel safe, e.g. Pruitt-Igoe; Brower (1988) guidelines for communities.

**Application (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | No suggestions made OR a suggestion is made which is 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/intervention. The reasons given have some relevance to the issue under discussion or some relevance to the evidence discussed elsewhere in the answer.   |
| 3-4 marks | The answer gives a clear psychological rationale for the suggested application/intervention. 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 found out about environmental cognition. [10]

*Environmental cognition is the way we acquire, store, organise and recall information about locations, distances and arrangements of the great outdoors (Gifford, 1997). A cognitive map is a pictorial and semantic image in our heads of how places are arranged (Kitchin, 1994).*

*Lynch (1960) – suggested 5 common elements – paths, edges, districts, nodes landmarks. Also Appleyard (1970) in Venezuela – sequential maps and spatial maps.*

*Garling (1984) outlined characteristics of way finding.*

*Can consider individual factors such as experience (Pearce, 1981); gender (Appleyard, 1970), (Bryant et al, 1991)*

*Maguire et al (2000) London cab drivers' hippocampi*

*Also research with children (Anooshian et al, 1977; Hart & Moore, 1973); errors in cognitive maps – Downs & Stea (1973).*

*Animals studies – Tolman et al 1930 maze performance in rats; Regolin and Rose (1999) young chicks; Menzel (1971) chimps, Jacobs and Linman (1991) grey squirrels; also studies on magnetoreception (internal compass that detects Earth's magnetic field)*

*Also research into the scenic environment – models such as Russell and Lanius (1984); Kaplan and Kaplan (1987) Berlyne (1960); scenic preferences – Herzog and Chernick (2000); Real et al (2000); Wilson (1984) biological preparedness.*

*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 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, 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]**

- (b) **AO2**  
**Evaluate what psychologists have found out about environmental cognition.**  
**[16]**

*Note: any evaluative point can receive credit, e.g.*

*How psychologists gain their evidence*

*Implications*

*Cultural differences*

*Individual differences*

*Generalisability*

*Laboratory vs real life studies*

### **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]**

**(c) AO1/AO2**

**Your school is building a new common room and students have said they would like some large posters on display. Using your knowledge of psychology, suggest what features of the scenic environment you would include on the posters. Give reasons for your choice. [8]**

Mark scheme guidelines apply in that any reasonable suggestion is acceptable. For example, levels of stimulation and feelings for an environment – Mehrabian and Russek (1974); cultural preferences for landscapes – Yi (1987); scenic view from hospital window – Ulrich (1984); Berlyne (1960) what makes a scene aesthetically pleasing – four collative properties – complexity, novelty, incongruity, surprise.

**Application (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | No suggestions made OR suggestions are made which are inappropriate to the assessment request.   |
| 1-2 marks | Appropriate suggestions are made but are based on anecdotal or peripherally relevant psychological evidence.   |
| 3-4 marks | Suggestions are made that are appropriate to the assessment request and are based on appropriate psychological evidence. The suggestions are 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/intervention. The reasons given have some relevance to the issue under discussion or 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)**

## 2548 Psychology and Sport

### Section A

#### 1 (a) Describe one theory which explains attribution of behaviour in sport.

*Attribution Theory deals with the perceptual beliefs (by competitors in sport) by which participants explain success or failure. The basis for the theory of attribution was put forward by Fritz Heider (1958), and significantly developed by Weiner (1972). Whereas Heider introduced internal and external attributions, Weiner added stable and unstable dimensions as well as locus of control. This was further developed into a locus of causality by Rotter (1966). An alternative was a scale developed by Levinson (1981). His IPC scale measures the internal dimension, Powerful others and Chance. Wider research is related to the notion of attribution, such as Seligman's Learned Helpfulness or Nisbett et al's actor-observer effect. Theories on helping to change attributions are also relevant, such as Dweck's (1980) that children with 'learned helpless' children can be helped by being taught to attribute their failures to unstable, internal factors such as lack of effort.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one theory which explains attribution of behaviour in sport. 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 theory which explains attribution of behaviour in a sporting context 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 one theory which explains attribution of behaviour in a sporting context from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**[6 marks]**

**(b) Discuss the usefulness of applying attribution theory to behaviour in sport.**

*Alternative theories of attribution, theories which have developed from the early notions of attribution and theories broadly related to attribution are all admissible for consideration. Further, the candidate may go beyond theory if they wish, and consider research studies, measure or concepts as well. Contrasting the issue of usefulness of application may prove useful.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of applying attribution theory to behaviour in sport. 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 are raised and applied in an appropriate way to issue of usefulness of applying attribution theory to behaviour in sport. 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 discuss the usefulness of applying attribution theory to behaviour in sport. 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.

**[10 marks]**

**[Total: 16 marks]**

2 (a) Describe one theory of personality and sport.

*There are a number of theories of personality to choose from: trait theories such as Cattell or Eysenck, psychoanalytic theories emanating from Freud, social learning theories such as those of Mischel and Bandura, humanistic theories such as Maslow or Rogers. It is equally acceptable to present the humanistic or psychoanalytic theory, for example. The level of detail, organisation, use of terminology and understanding will determine the quality of response. 'Churning out' a theory rather than emphasising those parts relevant to sport; or failure to embed an answer in the sporting context will identify weaker responses.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one theory of personality and sport. 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 describes one theory of personality and sport 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 description of one theory of personality and sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**[6 marks]**

**(b) Compare theories of personality and sport.**

*Theories of personality tend to come from the different perspectives in psychology. These give a good basis for comparing approaches. Issues of using different measures also provide fertile ground for addressing the question, such as the subjective nature of ink-blot tests compared to the seemingly more objective psychometric tests. Reliability and validity, including ecological validity are other likely issues for comparison – these should be addressed specifically, not in catch-all answers which maybe contrast ‘the reliability and validity’ of certain theories. This will typify the weaker candidate. Note that ‘comparing’ can refer to similarities and differences. Candidates who compare non-theories (e.g. studies, measures) may receive a maximum of 5 marks.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to compare theories of personality and sport. 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 are raised and applied in an appropriate way to the issue of comparing theories of personality and sport. 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 compares theories of personality and sport. 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.

**[10 marks]**

**[Total: 16 marks]**



**Section B****3 (a) Describe what psychologists have learned about aggression in sport.**

*Candidates may consider definitions or types of aggression. These may be directly from sports psychology (e.g. Gill, 1986, referring to behaviour, harm and intent) or may be explicitly related to sport from more traditional Psychology. Projective measures such as Rorschach Ink Blot tests, or observational measures such as counting umpires' or referees' decisions are admissible, as are behavioural and psychometric measures. Theories of aggression tend to be drawn from more traditional psychological literature and better responses need to be specifically related to sport. Methods of controlling or reducing aggression may also be included in a response.*

**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 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 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, 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.

**[10 marks]**

**(b) Evaluate what psychologists have learned about aggression in sport.**

*Most likely issues are ecological validity, comparing laboratory with real life studies; the relationship between theory and practice; usefulness of research to sports performers; generalisability; ethnocentrism and ethical considerations.*

**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. |

**[16 marks]**

- 3 (c) A tennis player has been accused of lacking a competitive edge at the point of victory. Using your knowledge of psychology, what advice could you give to help him go on to win? Give reasons for your answer.

*Whereas students are commonly taught how to curb aggression, under arousal and too little channelled aggression may also lead to inferior performance. So suggestions based on theories of aggression which increase and/or channel aggressions are appropriate responses. Freud, Bandura and Berkowitz are possible examples. Suggestions may be made from the wider curriculum, such as theories which look at optimal levels of arousal.*

**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/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.

**[8 marks]**

**[Total: 34 marks]**

- 4 (a) Describe what psychologists have discovered about attention and imagery in sport.

*The question asks what psychologists have discovered, so theories, studies or concepts are all acceptable. The question further refers to both attention **and** imagery; however no implication is made of balance. Partial performance would receive a maximum of 8 marks. In terms of content, Nideffer's research represents the most likely response from sports psychology research. Wider research from traditional psychology is equally acceptable as long as it is specifically applied to the sporting context; Broadbent, Treisman and Kahnemann are obvious examples. Weaker responses may fail to relate such research to the sporting context. The use of imagery can refer to relaxation techniques, mental rehearsal to improve technique or mental practise during periods of injury, for example. Better candidates will contextualise their responses and be wide ranging in scope and detail.*

### **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 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, 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.

**[10 marks]**

- 4 (b) Evaluate what psychologists have discovered about attention and imagery in sport.

*Most likely issues are ecological validity, comparing laboratory with real life studies; the relationship between theory and practice; usefulness of research to sports performers; generalisability; ethnocentrism and ethical considerations.*

**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. |

**[16 marks]**

- 4 (c) A PE teacher has been put in charge of a school rounders team where some pupils have attention problems. Using your knowledge of psychology, what suggestions could you make to address these problems? Give reasons for your answer?

*The teacher may wish to measure attention behaviourally or psychologically or seek self-report measures. Identifying and amending attentional style may also be suggested, such as broadening or narrowing the focus (Nideffer 1976). Reference to TAIS can identify ineffective attenders and help them to become more effective. Morgan (1978) suggested strategies for 'associators' and 'disassociators', which could also be suggested. Attention problems may be drawn more broadly from across the specification provided that they are specifically applied to the context of the question.*

**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/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.

[8 marks]

[Total: 34 marks]

[Total paper marks: 50]



## 2549 Psychology and Crime

### Section A

- 1 (a) Describe ONE theory of criminal behaviour. [6]

*Any theory of criminal behaviour can be accepted. The best answers will be detailed and include theorist, what they believed, how they investigated it, how it has been applied in understanding criminal behaviour. Weaker answers may give an explanation such as Zimbardo's (1973) ideas of deindividuation or even describe his study, without reference to how it could explain crime. Description of a study without the detail above may be considered to be an attempt but will be restricted to bottom band.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one theory of criminal behaviour. 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 theory of criminal behaviour 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 one theory of criminal behaviour from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**(b) Compare TWO theories of criminal behaviour. [10]**

*Any theories can be considered. It is likely that some candidates will use issues such as sampling, generalisability, determinism, validity, nature/nurture etc. Candidates can gain equal credit for general points as well as comparison using specific research such as Raine et al. (1997). When comparing the theories, candidates may well point out similarities and/or differences and this should be given equal credit. Two theories side by side with no explicit comparisons will be bottom band. Studies not theories are to be capped at 5 marks.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to compare two theories of crime. 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 are raised and applied in an appropriate way to the issue of comparing the two theories of crime. 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 which compare the two theories of crime. 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.

2 (a) **Outline ONE approach to offender profiling.** [6]

*Two approaches are acceptable. These could include, top-down typographies (Ressler 1988), bottom-up statistical approaches (Canter 1989, 1990, 1994, 2000), geographical profiling, (Canter) clinically based (Britton 2001). A good answer will make maybe three or four key points about the approach. If a case study is described, it should be within the context of an approach. A case study alone will be in the bottom band. If more than one approach is given, credit will be given for the best approach. .*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe an approach to offender profiling. 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 describes an approach to offender profiling 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 describes an approach to offender profiling from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

(b) **Discuss the usefulness of offender profiles as aids to police investigations.[10]**

*Candidates should explicitly address usefulness in their answer. However it is likely that some candidates will offer pre-prepared answers which cover other issues. In this case only partial credit can be given (bottom band) or no credit if there is no mention of it at all. Candidates can gain equal credit for general points as well as specific research such as Copson (1995) or Pinizzoto.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of profiles as aids to the police. 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 are raised and applied in an appropriate way to the issue of the usefulness of profiles to the police. 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 usefulness of profiles to the police. 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 10 marks**

## Section B

## 3 (a) AO14

**Describe what has been found out about the psychology of the courtroom. [10]**

*Candidates can offer material from across the section and so may include, Pennington and Hastie (1998), primacy/recency effects, (Murdock 1962), Yale model by Hovland and Yannis (1959), conformity (Asch, 1951), attractiveness (Dion, 1972), attribution, stereotyping, leadership, risky shift (jury selection and processes) Bottoms et al (2000), Goodman (1991), Saywitz (children as witnesses – various). Any recognised research that is applicable to the courtroom can be accepted. The best answers will be accurate and detailed and applied explicitly to the courtroom. These candidates will also demonstrate their understanding by explicitly applying the research evidence and conclusions to the courtroom. Weaker candidates will list evidence without understanding and may describe classic studies such as Asch without ever mentioning the courtroom.*

**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 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 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, 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]**

**(b) AO2**

**Evaluate what has been found out about the psychology of the courtroom. [16]**

*The research used may be evaluated with issues including ecological validity, reliability, methodology or usefulness. Broader issues such as reductionism, determinism and ethics could also be mentioned. . Some candidates may adopt an issue by issue approach; others may evaluate each piece of research in turn. Either approach should gain equal credit.*

*The best answers will have clearly defined issues linked to psychological evidence, (Including research, concepts or theories). Analysis may take the form of comparisons and 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]**

**(c) AO1/AO2**

**A committee is considering reducing the size of a jury to three people. As a psychologist, what effects would you expect this to have on how the jury makes decisions? Give reasons for your answer.** [8]

*A Jury of three is likely to be less representative because it is a smaller sample. There is a greater chance of a minority view being heard (Moscovici, 1985), there will still be conformity but less than with a group of twelve (Asch, 1955). Less time will be spent in discussion of the evidence and there is less likely to be risky shift. It is more likely that the decision making could be influenced by bias/attractiveness/attributions. Story order vs. witness order (Pennington 1988) could also be used. Equal credit will be given for depth or breadth.*

**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/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)**

- 4 (a) **AO14**  
**Describe what has been found out about the psychology of testimony. [10]**

*Candidates can offer material from across the sub-section and may include Memory processes, perceptual processes, system variables, subject variables, interviewing and negotiation strategies. The work of Loftus (1974) is likely to figure most with Fisher and Geiselman (1985/86), Vicky Bruce (1974), Wells and Bradfield (1998), frequently cited. Any relevant research may be credited. The best answers will be accurate and detailed with a clear link to testimony. For example, after quoting Loftus, a good candidate will take the findings from the original research in the laboratory and apply this to someone giving evidence or being cross examined in court showing that they understand the application and implication of the research. A weaker candidate will describe Loftus' study and then move on to the next piece of research in rote like manner.*

**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 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, 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]**

- (b) **AO2**  
**Evaluate what has been found out about the psychology of testimony. [16]**

*Candidates may evaluate their research with a range of issues such as ecological validity, reliability, methodology and usefulness. Broader issues such as reductionism, determinism and ethics could also appear. Some candidates will evaluate issue by issue, others will take each piece of research in turn and apply the issues to it. Either method should gain equal credit.*

*“The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and 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]**

- (c) **AO1/AO2A**  
**After witnessing a robbery, a witness is asked to view an identification (ID) parade. Using your psychological knowledge, suggest how the parade should be conducted to ensure accuracy. Give reasons for your suggestion. [8]**

*Most likely suggestions are to present witnesses sequentially (Cutler and Penrod, 1995), or by video. Avoid over confidence (Wells and Bradfield, 1998) by not giving feedback on choices witnesses make. Avoid leading questions (Loftus, 1974). Emphasise that each face should be looked at in its own, not the parade as a whole. (Thompson, 1995), Make sure the foils look like the suspect (Ainsworth, 2000), do not show any photographs beforehand (Bruce 1988). Possibly we might use a reconstruction (cue/context dependent memory). Any relevant suggestion should be accepted. Equal credit is given for depth or breadth.*

#### **APPLICATION (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/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)**

# Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))  
June 2008 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2540	Raw	60	41	36	31	27	23	0
	UMS	100	80	70	60	50	40	0
2541	Raw	50	33	29	25	22	19	0
	UMS	100	80	70	60	50	40	0
2542	Raw	50	41	37	33	29	26	0
	UMS	100	80	70	60	50	40	0
2543	Raw	80	62	56	50	44	39	0
	UMS	100	80	70	60	50	40	0
2544	Raw	50	36	32	29	26	23	0
	UMS	100	80	70	60	50	40	0
2545	Raw	50	39	35	31	28	25	0
	UMS	100	80	70	60	50	40	0
2546	Raw	50	38	34	30	27	24	0
	UMS	100	80	70	60	50	40	0
2547	Raw	50	36	32	28	24	20	0
	UMS	100	80	70	60	50	40	0
2548	Raw	50	39	35	31	27	24	0
	UMS	100	80	70	60	50	40	0
2549	Raw	50	38	34	30	26	22	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3876</b>	300	240	210	180	150	120	0
<b>7876</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>3876</b>	14.7	33.9	55.9	74.6	88.2	100.0	16089
<b>7876</b>	17.5	44.6	72.0	89.8	97.9	100.0	10527

## XXXX candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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