

Psychology

Advanced GCE

Unit **G543**: Options in Applied Psychology

Mark Scheme for January 2012

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Annotations

Annotation	Meaning
	Attempts evaluation (some mark but not correct – 0 would be too harsh – has attempted)
	Benefit of the doubt (weak but can recognise the point)
	Evaluation
	Extendable horizontal wavy line (this is a straight line on your tool bar) use on part b to underline correct points
	Significant amount of material that does not answer the question (next to a paragraph)
	Not answered question (whole answer does not address question)
	Tick (don't use too many but do use for positive points) part a for points

Subject-specific Marking Instructions

When marking each question please refer to the generic levels mark schemes contained within the appendices at the end of this document.

Question		Answer	Marks	Guidance
1	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline evidence which shows that genes may influence criminal behaviour.</p> <p>Evidence is commonly drawn from adoption, twin and familial research. Mednick et al (1983) identify the genetic influence in criminal behaviour from an adoption cohort; Christansen (1977) using 3586 twin pairs. Candidates may draw on biochemical research such as Brunner et al's mutation in the structural gene for monoamine oxidase A (MAOA).</p>	10	<p>Weaker candidates may provide broader or less specific accounts, or fail to use their chosen research to consider the genetic influence of criminal behaviour, whereas better candidates will be explicit in direct response to the question. Candidates who describe evidence without good links to genes may reach band 3 – implied link (when very good descriptive detail) to genes could move to band 2. If Raine is used it should be clearly linked to genetic transmission – attempted link is band 4.</p>
	(b)	<p>Refer to Appendix 2</p> <p>The question involves a degree of judgement about the extent to which the biological explanation of why people turn to crime is reductionist. Reductionism refers to levels of explanation which aim to understand the nature of what is complex by reducing it to that which is simpler or more fundamental; or a position that a complex system is the sum of its parts, and that an account of it can be reduced to accounts of those parts. The advantage of reductionism is that it allows us to tease out the causal factors of human behaviour, a disadvantage is that it can overlook the dynamics between the constituent parts of an explanation or, worse, omit parts of a more complex explanation. Hence, understanding the biology reasons why people turn to crime leads to great awareness of a major aspect which predisposes some to criminal activity, but may overlook other aspects such as the influence of the social and physical environment.</p>	15	<p>A weak attempt to address the question or a highly superficial "reductionism is bad because it only considers one thing" type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points. Reductionism will be considered specifically in relation to the context of why some people turn to crime.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline techniques for interrogation of crime suspects.</p> <p>The difference between an interview and an interrogation is that the latter is accusatory. The aim of employing interrogation is to obtain true confessions from subjects being questioned. The different techniques employed in interrogation are not just limited to questioning, but also carrying out torture. Techniques based on psychological studies help in manipulating the individual who is trying to hide information. Interrogation Techniques include increasing suggestibility, deception, the Reid technique, torture, 'Good Cop/Bad Cop', pride-and-ego down and there are CIA enhanced interrogation techniques in the wake of the infamous September 11 attacks on World Trade Centre.</p>	10	<p>The word 'technique' in the question may be a general term for the interrogation process or may be used to refer to the processes which constitute an interrogation. Hence one well described process such as the Reid technique will fully address the plurality in the question. Better responses will be explicit in their reference to the interrogation process; the weaker response may fail to do this or struggle to relate to criminal suspects.</p>
	(b)	<p>Refer to Appendix 2</p> <p>The question requires the candidate to make a judgement about the degree of usefulness of research into interviewing suspects. The term 'useful' can be applied in different ways – how applicable comparing theory to practice is for one, how applicable to forensic psychologists, criminal psychologists or criminologists a piece of mainstream research is, how useful is the research to the police, how beneficial on various levels is the research and so on. The usefulness of the research could be challenged in terms of reliability, (ecological) validity, ethnocentrism, limitations of the research and so on. So a discussion on how well Inbau's nine steps of interrogation applies to interview room, whether Mann's research helps provide confidence that experienced police officers are the best at detecting suspects' lies or whether Gudjohnsson's research assists in guarding against eliciting a false confession is all creditworthy. NB research using witness interviews is not creditworthy.</p>	15	<p>A bland 'it is useful because.....' or an 'it isn't very useful' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a general or broader response which comments on the debate improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues which impact on the usefulness of the research.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe research into the effect of shields and videotape on children giving evidence.</p> <p>Research refers to any empirical evidence or psychological literature such as a study, theory, model, case study etc. There is interesting research from criminology and criminal psychologically which looks at children as witnesses in court. The specification suggests Ross et al (1994) but other research such as Eaton et al (2001) and Nightingale (1993) is equally acceptable.</p>	10	Better answers will be marked by amplification, quality and/or example, as well as explicit application of evidence. Weaker answers will be list-like, lack detail and may be inaccurate.
	(b)	<p>Refer to Appendix 2</p> <p>Research in this area could cause offence to a profession, defensiveness from individuals and put vulnerable people at risk from mental harm. There are legal restrictions that may also be referred to. This area therefore needs to be reported sensitively and as such is fraught with many additional difficulties beyond those which may be encountered in the normal run of conducting a piece of research. Much research is based on mock-trials and therefore may lack the intensity, drama or fatalism of a real-life courtroom. Samples will rarely be broad enough and often consist of undergraduate students or people with links to a university, thus lacking representativeness or generalisability to a wider population. In addition, there are the ethical concerns arising from the impact and implications of research in this area as well as from the conduct of the research itself.</p>	15	No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise discursive points and/or issues.

Question		Answer	Marks	Guidance
4	(a)	<p>Refer to Appendix 1</p> <p>Candidates should address the question how has ear acupuncture been used as a treatment programme.</p> <p>The question allows an answer to emphasise rehabilitation using ear acupuncture or a more descriptive emphasis of the process of ear acupuncture as a treatment. The research by Wheatley is the most probable evidence that will be quoted and this will be helpful but not necessary in addressing this question.</p>	10	Stronger responses will explicitly respond to the demand of the question, be contextualised and show expansion whereas the weaker response will fail to demonstrate some or all of these skills.
	(b)	<p>Refer to Appendix 2</p> <p>The specification refers to cognitive skills programmes, anger management and ear acupuncture. Responses could be a comparison of approach, a factual comparison of programmes or a comparison in terms of a particular issue. All or any of these would constitute a legitimate response. Further note that comparison invites both similarities as well as differences.</p>	15	An attempt to address the question or a highly superficial comparison would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response, maybe outlining two programmes side-by-side without drawing explicit comparisons; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise points and/or issues.

Question		Answer	Marks	Guidance
5	(a)	<p>Refer to Appendix 1</p> <p>Candidates should explain why people may not adhere to medical regimes.</p> <p>1 in 2 patients does not take their medications as prescribed, costing the US \$300 billion in unnecessary healthcare costs and lost revenue annually. 84% cite simple forgetfulness as the reason. Causes for poor compliance include:</p> <p>Forgetfulness Prescription not collected or not dispensed Purpose of treatment not clear Perceived lack of effect Real or perceived side-effects Instructions for administration not clear Physical difficulty in complying (e.g. opening medicine containers, handling small tablets, swallowing difficulties, travel to place of treatment) Unattractive formulation, such as unpleasant taste Complicated regimen Cost of drugs</p> <p>Research suggests the choice is rational, usually accountable in terms of cost-benefit analysis within the Health Belief Model. Research which has been used includes Bulpitt et al's (1988) review of research on adherence in hypertensive patients.</p>	10	Better responses will explain why people may not adhere to medical regimes as opposed to merely reporting research or listing causes.

Question	Answer	Marks	Guidance
(b)	<p>Refer to Appendix 2</p> <p>Research in this area could impact on a profession and so extreme care needs to be taken about any pronouncement. Defensiveness from individuals and unproductive responses if not reported sensitively may be fraught with many additional difficulties beyond those which may be encountered in the normal run of conducting research. Simply being told your adherence is being assessed may influence a patient's behaviour. Medical records are often based on clinical observation or self-report and as such may suffer bias, demand characteristics, subjectivity and so on. Retrospective data may be flawed in many ways from inaccuracy to distorted interpretation. Samples will rarely be broad enough to be representative of a wider population. As well as the way data is gathered, there are the ethical concerns arising from the impact and implications of research in this area as well as from the conduct of the research itself. Ensuring there is no impact on those participating in the research is not a simple matter. Most if not all research in this area will suffer some of these difficulties and can be readily cited. These are in addition to the more regular methodological difficulties that may be encountered in research generally.</p>	15	<p>No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline the social approach to managing stress.</p> <p>Anecdotally, social support alleviates stress, whether support comes from family, friends or self-help organisations for example. There social support claims are backed up by research such as Waxler-Morrison (2006) who demonstrates improvements in breast cancer survival in women related to their social relationships or Sinha et al (2002) who looked at attitudes to life in dense overcrowded areas being improved by social support. However, these two examples as with others do not deal directly with stress, but assume (quite reasonably) that breast cancer and overcrowding and linked to stress. The better responses should be explicit about this assumption.</p>	10	Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. They may detail the social approach as an entity in itself, or equally acceptable would be to detail a technique or techniques. Second band will be reasonably accurate and specific to title, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.
	(b)	<p>Refer to Appendix 2</p> <p>Compare requires a response that looks at similarities or contrasts in juxtaposition. The specification refers to cognitive, behavioural and social (support) approaches so SIT, biofeedback or self-help groups can be compared such as drug therapy, yoga or humanistic approaches for example. Issues such as reductionism, effectiveness, individual differences and possibly ethnocentrism may be likely to feature. Where the technique is covered within a study the commentary can be credited where issues are explicitly relevant to techniques.</p>	15	Top band candidates will provide an accurate response specific to the question and show extension, for example through evaluating the strengths or weaknesses of an approach to managing stress, the effectiveness of an approach in dealing with stress or contrasting approaches to managing stress. Second band will be accurate and specific to title but may, for example struggle in its attempt to assess; third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.

Question		Answer	Marks	Guidance
7	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe research into biases in diagnosis.</p> <p>Research refers to any empirical evidence or psychological literature such as a study, theory, model, case study etc. Over-diagnosis (Double, 1992) whereby clinicians overestimate the power of diagnosis is one example of bias in diagnosis. It describes the tendency for doctors to overvalue the verity of their clinical diagnosis. Are doctors facing up to the extent to which their treatments may be placebos? Sex bias (Ford and Widiger, 1989) considers whether clinicians may stereotype genders when diagnosing disorders. It appears that there is a clear tendency to diagnose certain disorders to a particular gender more readily than others. The use of Rosenhan is unlikely to gain credit beyond the bottom band unless it can be explicitly linked – such as bias towards diagnosing specific disorders or bias after the diagnosis in terms of how behaviour is interpreted.</p>	10	Better candidates will describe appropriate research and include detail, whereas weaker candidates are likely to be less convincing in specifying research or in the appropriateness of the research they describe.
	(b)	<p>Refer to Appendix 2</p> <p>As classification systems such as DSM and ICD become ever more sophisticated the consistency from one diagnosis to the next or from one clinician to the next should become ever more reliable. This is not necessarily the case however in that symptoms, and combinations of symptoms, may be common to more than one disorder. Equally, a named disorder may be characterised by more than one constellation of symptoms. Ironically, the Rosenhan (1973) study shows a method used for diagnosis which was reliable because participants went to a range of different hospitals, and so therefore different psychologists treated them. Each participant presented the psychologist with the exact same symptoms, and all of the psychologists diagnosed them as schizophrenic, showing 100% reliability for diagnosis (although clearly the diagnoses lacked validity!). Projective tests struggle in terms of reliability as they are so heavily reliant on subjective</p>	15	No more than attempting to address the question or a highly superficial, non-specific answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.

Question	Answer	Marks	Guidance
	interpretation, although psychodynamic psychologists may argue that experience would see greater consistency amongst its practitioners. Reliability may also be affected where self report is employed by mood, inaccuracies due to lying or misjudgement and a desire to provide socially desirable responses.		

Question		Answer	Marks	Guidance
8	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe a behavioural treatment for dysfunctional behaviour.</p> <p>There are more than one equally acceptable approaches to answering this question. Using behaviourist theory to explain what underlies techniques available is one possible approach. For example, the use of classical conditioning principles such as association to treat dysfunctional behaviour could be explained and exemplified. Equally, the application of specific behavioural techniques could be employed, such as systematic desensitisation or aversion therapy and this should be applied directly to treating dysfunctional behaviour. CBT is only acceptable if behavioural change is clearly explained.</p>	10	A clear and explicit link between the treatment and dysfunctional behaviour may characterise the better response as will level of detail. These will be found lacking in the weaker response.
	(b)	<p>Refer to Appendix 2</p> <p>Candidates may consider medical treatment such as ECT, psychosurgery and drug treatment and the associated ethical considerations. The two sides of the 'informed consent' discussion for those suffering with mental disorder apply, as do issues of privacy and confidentiality for example. The administering of new treatment during trials raises an interesting debate as does the withholding of treatment in similar circumstances. Behaviourally the candidate may consider systematic desensitisation as being costly in terms of time and finance, implosion and flooding going against the will of the patient and threatening their physical as well as mental health, aversion causing distress and worse and behaviour modification raising questions of control and autonomy. Cognitive therapies impose value judgements about what is rational and logical for example. Other paradigms are equally acceptable such as Freud (psychoanalysis) or Laing (humanistic anti-psychiatry). Positive as well as critical commentary may form a response to this question.</p>	15	No more than attempting to address the question or a highly superficial, non-specific answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat still superficial response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. 'Discuss' calls for more insight and elaboration of the point being made than a more list-like "this situation is not ethical because.....".

Question		Answer	Marks	Guidance
9	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline one measure of personality used in sport.</p> <p>Eysenck's Personality Questionnaire (EPQ) or his Inventory (EPI) are often used in sport. Possibly moreso is Cattell's 16 Personality Factors (16PF) being the choice of many researchers such as Kroll and Crenshaw(1970). Projective measures such as ink-blots or a Thematic Apperception Test are less regularly applied to sport performance but may lend themselves to this endeavour and so are legitimate responses provided the context is made explicitly. Psychometric testing is also commonly used in sport and sports psychology.</p>	10	Weaker answers may be very general and/or fail to contextualise. Better responses will show specific knowledge of the measure or its use.
	(b)	<p>Refer to Appendix 2</p> <p>Much of the research comes from mainstream psychology and is applied to the sports setting, so is not sports specific. As such it raises questions relevant to this. For example, applying Eysenck's research suggests sports personality is determined by extraversion, stability and possibly psychoticism. Most people would argue that other personality factors would contribute to the sports personality and in fact few would agree that these would be 'the top three'. Measuring personality traits is challenging and in the sports setting this may be compounded, such as how would you measure aggression or motivation levels and are these valid, reliable etc..Other approaches such as psychodynamic projective testing are less objective and let in selectivity, interpretation and bias amongst other difficulties. Methodological issues of size of sample, representativeness of sample, being able to generalise the sample, breadth of research will usually apply to research in this area. Kroll and Crenshaw's research is interesting in that it is sports specific but as it researches four sports of football, wrestling, weightlifting and karate we must be cautious when making pronouncements about sport per se.</p>	15	No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader contextualised response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.

Question		Answer	Marks	Guidance
10	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe how one theory of arousal applies to sport.</p> <p>The Yerkes-Dodson theory (1908) provides a classic arousal theory namely the inverted-u theory, where increased arousal enhances performance up to an optimal level after which any further increase will lead to a decrement in performance. Homeostatic Drive theory proposed by Cannon (1929) and Drive Reduction theory (Hull, 1943; Spence, 1951) are other commonly cited theories of arousal. Anxiety theory based on arousal is equally acceptable as a response, such as Fazy and Hardy's Catastrophe theory (1988).</p>	10	Accounts which specify how conventional theory applies to sport is to be most highly commended whilst accounts which merely report or worse still fail to contextualise will receive little or no credit.
	(b)	<p>Refer to Appendix 2</p> <p>Whereas the injunction 'evaluate' leaves a broad sweep of issues and points to be made, the demand is that they should be explicitly linked to the application of research. Issues such as validity, generalisation and extrapolation are appropriate, as is an evaluation of limitations of the methodology applied to the sports setting.</p>	15	No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.

Question		Answer	Marks	Guidance
11	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe research into 'home advantage' in sport.</p> <p>The question asks for research so theories, studies or concepts are all acceptable. Research that considers how strong home advantage actually is, or when it is a disadvantage, is equally acceptable. Why it is an advantage, or its relation to audience characteristics, are further possible approaches. Schwartz and Barsky (1977) offer a creditable account for home court advantage (as the Americans call it!) looking into major league baseball, as did Varca with collegiate basketball in 1980. The explanation for this as 'away (court) disadvantage' is clearly dealt with by Silva and Andrew (1987).</p>	10	<p>The level of detail and application of research to answer the question will determine how creditworthy is the response.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Assess implies that some degree of judgement is required. The question asks the candidate to assess usefulness. This can refer to how well the research can be applied, how the research is useful to the individual or the use of the research on a societal level.. A consideration of sports specific models compared to the application of non sports specific models is another legitimate approach to the question. The validity or reliability may also be considered within the remit of this question. In summary, usefulness may consider benefit, appropriateness, effectiveness, application and shortcomings, including methodological limitations. Usefulness can range from value to society to application to a particular setting. This can take the form of broad general comments on principles and assumptions ie whether it convinces or not, what are the ethical implications, considering its specific application in a practical and concrete setting.</p>	15	<p>No more than attempting to address the question or a highly superficial pre-learned non-specific answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.</p> <p>A bland 'it is useful' or 'it is not really useful' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a general or broader response which comments on the debate improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues such as ecological validity or concurrent validity.</p>

Question		Answer	Marks	Guidance
12	(a)	<p>Refer to Appendix 1</p> <p>Candidates should address the question what is burnout and withdrawal in relation to exercise and sport.</p> <p>Two pieces of research where this is addressed are Silva's Training Stress model (1990) and Smith's Cognitive-Affective model of stress and burnout. Using particular cases or sports may exemplify burnout/withdrawal such as Costill et al (1991) investigating swimmers' training regimes.</p>	10	The level of detail and application of research to answer the question will determine creditworthiness of the response. As 'burnout and withdrawal' are a part of one aspect of athletic participation, candidates who address only burnout or withdrawal will not be penalised.
	(b)	<p>Refer to Appendix 2</p> <p>Recent Psychology A level specifications typify broader research in this area. Whether we refer to Silva (1990), Morgan (1987), Schmidt and Stein (1991) or Costill's swimmers it is Western training regimes and styles. So whether burnout and withdrawal occur as a response to these regimes, are due to the cultural context or are a universal human response remains unclear. The same concern can be aimed at research into body image in sport looking at Carron (1999), Hart et al (1989), Miller et al (1980) or Cash (1994) or drug abuse in sport such as Maganaris et al (2000), Middleman et al (1995) or articles such as Zorpette's (1998) Andro angst in Scientific American. Both the issues themselves and the methodologies used remain value-laden within the cultural context and so are, to varying degrees ethnocentric. The degree to which these may apply universally may constitute the 'to what extent...' demand.</p>	15	A mere attempt to address the question or a highly superficial yes or no response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. Note that 'To what extent' implies a degree of judgement is required.

Question		Answer	Marks	Guidance
13	(a)	<p>Refer to Appendix 1</p> <p>Candidates should address the question what is meant by 'multiple intelligences'.</p> <p>The theory of multiple intelligences proposed by Gardner (1983) suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees. According to Gardner, the implication of the theory is that learning and teaching should focus on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. A further implication of the theory is that assessment of abilities should measure all forms of intelligence. Gardner also emphasizes the cultural context of multiple intelligences.</p>	10	Better responses will not merely describe, but use research to explain what is 'multiple intelligences' means. Weaker responses will be list-like, lack detail, be superficial or over-generalised or lack understanding or explanation.
	(b)	<p>Refer to Appendix 2</p> <p>The fact that the academic community is not so accepting of practitioners and questions the evidence base to support pronouncements about personal approaches to learning is enough indication of problems of conducting research in this area. Psychology tends to the nomothetic, suggesting how most people tend to behave (to a level of statistical significance), while unique difficulties are inherent in individual psychology. It could be argued that there are as many personal approaches to learning as there are persons learning, so an attempt to group approaches or strategies may always end up a 'best-fit'. That said, such approaches have informed practice year on year. The fact that there is such rapid and regular change, however, may reflect the uncertainty about what is being suggested. Hence, a number of points relating to problems of reliability could form the core to a response to this question. A range of methodological issues arises, as do ethical concerns, in addition to the discussion above.</p>	15	No more than attempting to address the question or a highly superficial answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues

Question		Answer	Marks	Guidance
14	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline the social constructionist approach to teaching.</p> <p>The specification refers to Vygotsky's social constructionist 'cooperative learning' whereby the best learning occurs through sharing and group work, for example, allowing interaction and sharing to enhancing knowledge and self-esteem. Scaffolding and the spiral curriculum are further examples of the social constructionist approach to teaching. The distinction between social constructionism and social constructivism may be overlooked if the terms are used interchangeably.</p>	10	Better answers will not only provide a lucid description of the social constructionist approach but apply it explicitly to teaching. Weaker responses will tend to be more superficial and struggle with the teaching context.
	(b)	<p>Refer to Appendix 2</p> <p>This comparison (similarities or contrasts) could centre on the various approaches underpinning the debate – behaviourist, cognitive and social constructivist. The actual teaching itself may form part of the comparison – Bloom's taxonomy as opposed to discovery learning or the spiral curriculum. A discussion about the extent to which these are mutually exclusive is another possibility. The range of issues these throw up are also fair game for comparison such as the validity of the concepts or the ethnocentric nature of the research in question. Older ideas on which these concepts are based, such as Carroll's initial notions of mastery learning (1963) may also be compared to more recent concepts.</p>	15	No more than attempting to address the question or a highly superficial pre-learned non-specific answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.

Question		Answer	Marks	Guidance
15	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe 'learned helplessness' in education.</p> <p>The original study by Seligman demonstrated the notion of 'learned helplessness' in dogs. This research could readily be applied to learning in humans. Children in school who believe they always fail no matter what, will subsequently respond in ways that show a sense of inevitability, lack of will to try and accepting they cannot affect the outcomes of any academic endeavour. Further research has been conducted which supports this such as Hiroto and Seligman (1975).</p>	10	Extrapolation to the human condition and the learning environment will be required in a better response, struggling to achieve this will mark out a weaker response.
	(b)	<p>Refer to Appendix 2</p> <p>Ecological Validity is the degree to which behaviours observed and recorded in a study reflect the behaviours that actually occur in natural settings. Essentially this is the extent to which findings can be generalized to the "real world". However, it is not as simple as 'field research = good; lab studies = bad.' Research in this area could affect the performance of the pupils being studied, show the 'Hawthorne Effect' or demand characteristics, and as such is fraught with ecological considerations beyond those which may be encountered in other applied areas of research. Some research is experimental, such as Seligman's "Learned Helplessness" research, suggesting better control of extraneous variables which does however threaten its ecological validity, as with extrapolation too arguably. Other research uses retrospective data so may be flawed in ways from inaccuracy to distorted interpretation. Research into concepts such as self esteem benefit from 'real-life' observations but as such are notoriously unreliable</p>	15	No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated discussion containing more precise evaluative points and/or issues.

Question		Answer	Marks	Guidance
16	(a)	<p>Refer to Appendix 1</p> <p>Candidates should address the question what are the implications of ability grouping for gifted students.</p> <p>When dealing with additional needs of gifted and talented students, a distinct set of difficulties may arise. Persecution, isolation, name-calling and ridicule may have to be contended with so a change in culture has recently made the acknowledgement of gifted and talented less problematic. Research has tended to suggest that although ability grouping (setting, streaming, differentiation) does not benefit most pupils, the best students may benefit though not in all cases.</p>	10	<p>Many general awareness or anecdotal responses may be provided by candidates, but better responses will make specific reference to psychological research, such as Sukhandan and Lee, 1998. Better answers will show quality and detail, interpretation and direct response to the question posed.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Bloom's work on 'mastery learning' suggests that 1:1 teaching is the way forward. Children on the 50th percentile can move to the 98th. Logistically, however, it is unlikely that we can provide every learner with a personal, academic tutor. It should be noted that teaching assistants, student mentors and SENCOs aim to provide this for certain groups of students as well as the enhanced provision for G&T students. Methodological issues may cause us to be cautious over some of our findings in this area. Observation is the main method used in this area and is vulnerable to bias, selectivity and distortion. Sampling issues may lead us to question the extent to which we can generalise our findings. A sample can be limited in terms of gender, race, age and so rendering it less representative of the wider population. However, the better candidates may wish to consider whether a breadth of age, for example, is necessary for making comment upon additional needs. Further, what is the target population and what bearing this may have on how restrictive a sample is.</p>	15	<p>No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. Development/elaboration could be achieved, for example, by incorporating a discussion on how useful or not some research is.</p>

APPENDIX 1

Marks	Generic Mark Scheme (part a)
0 marks	No or irrelevant answer.
1-2 marks	Psychological terminology is sparse or absent. Description of evidence is limited, mainly inaccurate and lacks detail. There is no interpretation or explanation of the evidence in the context of the question. The answer is unstructured and lacks organisation. Answer lacks grammatical structure and contains many spelling errors.
3-5 marks	Psychological terminology is basic but adequate. Description of evidence is generally accurate and coherent, has peripheral relevance but lacks detail. Elaboration/use of example/quality of description is reasonable but interpretation of the evidence in the context of the question is poor. The answer has some structure and organisation. The answer is mostly grammatically correct with some spelling errors.
6-8 marks	Psychological terminology is competent and mainly accurate. Description of evidence is mainly accurate and relevant, coherent and reasonably detailed. Elaboration/use of example/quality of description is good. There is some evidence of interpretation and explanation in the context of the question. The answer has good structure and organisation. The answer is mostly grammatically correct with few spelling errors.
9-10 marks	Correct and comprehensive use of psychological terminology. Description of evidence is accurate, relevant, coherent and detailed. Elaboration/use of example/quality of description is very good and the ability to interpret/explain the evidence selected in the context of the question is very good. The answer is competently structured and organised. Answer is mostly grammatically correct with occasional spelling errors.

APPENDIX 2

Marks	Generic Mark Scheme (part b)
0 marks	No or irrelevant answer.
1-3 marks	Few evaluative points. Range of points is sparse. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Limited or no valid conclusions that effectively summarise issues and arguments.
4-7 marks	Argument and organisation is limited, and some points are related to the context of the question. Limited evaluative points. Valid conclusions that effectively summarise issues and arguments is evident and demonstrates some understanding.
8-11 marks	Some evaluative points covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Good use of examples. Valid conclusions that effectively summarise issues and arguments is competent and understanding is good.
12-15 marks	Many evaluative points covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples. Valid conclusions that effectively summarise issues and arguments is highly skilled and shows thorough understanding.

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