

Mark Scheme January 2008

GCE

GCE Psychology (6764/01)

6764- 4A January 2008 Mark Scheme

Topic A: Clinical Psychology

Question Number	Describe the symptoms of one disorder you have studied in clinical psychology.	Mark
1(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration (symptoms only, not features). If more than 1 disorder mark all and credit the best. NB must be a specific disorder not a class of disorders. Max 1 for a list.</p> <p>Suitable examples include: schizophrenia, unipolar depression, bipolar disorder, anorexia nervosa, bulimia nervosa, phobia, OCD</p> <p>E.g. Schizophrenia Emotions may be volatile or inappropriate for the situation/eq; Auditory hallucinations where voices comment on the person's behaviour/eq; Delusions of grandeur, control or persecution invade thoughts/eq; Catatonic stupor means person may hold a rigid posture for many hours/eq; Individual loses contact with reality /eq; Positive symptoms include e.g. delusions and hallucinations/eq;</p> <p>E.g. Unipolar depression The individual is in a persistent and pervasive negative mood/eq; Energy levels are low though person is restless/eq; Person finds it very difficult to get off to sleep/eq; However once asleep they find it equally difficult to rouse themselves and be active again/eq; Frequently entertain suicidal thoughts/eq;</p> <p>E.g. Anorexia nervosa Menstruation lacking for at least 3 months in females/eq; Refusal to maintain normal body weight /eq; Intense fear of gaining weight despite being clearly underweight/eq; Denial of seriousness of weight loss including distorted self perception/eq; Preoccupied with thoughts about food/eq;</p> <p>Look for any other relevant points.</p>	AO1 = 4

Question Number	Psychological factors are used as explanations for disorders. Evaluate psychological factors as explanations for one disorder you have studied in clinical psychology.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Must be psychological factors, not physiological or social causation/drift.</p> <p>Answer does not need to relate to the disorder described in (a) and can be a class of disorders e.g. eating disorders. Max 1 for alternative explanations points. If more than one disorder evaluated mark all and credit the best.</p> <p>Possible Marking Points</p> <p>E.g. Schizophrenia</p> <p>Suggestion that is caused by dominant id is unfalsifiable/eq;</p> <p>Maher (1966) claimed almost no support from research studies for psychodynamic view/eq;</p> <p>Suggestions that schizophrenia is a sane response to an insane world (Laing) fail to appreciate that schizophrenics are very distressed by their disorder/eq;</p> <p>Behaviourist view of bizarre behaviour being learned cannot explain onset of symptoms in those who have never encountered the disorder/eq;</p> <p>Explanations of communication difficulties creating a confused psychological state fail to establish cause and effect/eq;</p> <p>Could be an individual with a propensity for schizophrenia creates the communication impasse/eq;</p> <p>Frith's view that attentional problems are causing overload is a circular argument/eq;</p> <p>E.g. Unipolar depression</p> <p>Behaviourist view of depressed behaviour being reinforced by increased attention doesn't explain why most sufferers avoid contact with others as much as possible/eq;</p> <p>Learning theory doesn't explain why not all individuals faced with similar life circumstances develop depression/eq;</p> <p>Evidence on learned helplessness by Seligman supports idea that negative feelings can be difficult to escape from/eq;</p> <p>However as evidence is from study on dogs may not be easily generalised to humans/eq;</p> <p>Suggestion that faulty thought processes are at the root of depression supported by success of therapies that address this/eq;</p> <p>Psychodynamic view of depression caused by internalised early trauma supported by studies such as Brown & Harris/eq;</p> <p>However not all women who lose their mother in adolescence become depressed and vice versa/eq;</p> <p>E.g. Anorexia nervosa</p> <p>Psychodynamic explanation of denial of adult role supported by loss of menstruation & typical age of onset/eq;</p> <p>However does not account for either onset post puberty or male anorexia/eq;</p> <p>View that it is a way of gaining control over life supported by evidence of anorectics frequently having over protective parents/eq;</p>	AO2 = 6

	<p>Cognitive view of distorted body image supported by evidence from studies on selecting silhouettes by anorectics & non-sufferers/eq; SLT ideas of the effect of the media supported by evidence from Fiji after introduction of western TV/eq; Higher incidence of anorexia in occupations where extreme slimness seen as desirable supports view that it starts through reinforcement of weight loss through social approval/eq;</p> <p>Look for any other relevant points.</p>	
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Question Number	Describe one therapy from the Psychodynamic Approach.	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If more than one therapy described mark all and credit the best.</p> <p>Suitable therapies include dream therapy, free association, transference, psychoanalysis, BDT.</p> <p>Possible Marking Points</p> <p>E.g.</p> <p>Dream therapy/eq; Person recounts dreams in as much detail as possible/eq; Therapist interprets manifest content as symbols/eq; This uncovers the latent meaning of the dream/eq; Thus revealing unconscious wishes, needs and instincts/eq;</p> <p>Free association/eq; Therapist asks client to describe any thought, feeling or image that comes to mind/eq; Even if this seems irrelevant/eq; Therapist probes these associations to reveal unconscious thoughts/eq; This allows understanding of client's personality/eq;</p> <p>Psychoanalysis/eq; Aims to uncover unconscious thoughts/eq; Uses a variety of techniques e.g. dream analysis/eq; Investigates the role of early childhood trauma in mental disorder/eq; Analysed lies facing away from analyst in order to minimise personal interaction/eq;</p> <p>Look for any other reasonable marking points.</p>	AO1 = 4

Question Number	Assess the effectiveness of psychodynamic therapy in treating mental disorders.	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 1 mark for alternative therapies.</p> <p>Possible Marking Points</p> <p>Lengthy & costly nature of most psychodynamic therapy puts it out of reach of most (Simons 1981)/eq; Un-rushed nature of therapies is what is beneficial according to advocates/eq; Research (e.g. Eysenck) has shown success rate is no greater than no treatment at all/eq; Bergin & Garfield's re-analysis of Eysenck's data demonstrated that psychodynamic therapies were more effective than he implied/eq; Smith & Glass (1977) showed better than no therapy for most/eq; Inability of schizophrenics to have insight into their problems makes it of no value for them/eq; Interpretation by therapist seen as definitive, but can differ between therapists/eq; Unconscious resistance explanation means client has no way of leaving therapy without being labelled negatively by therapist/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 5

Question Number	Many people undertaking a course in psychodynamic therapy know little about it. Identify information about the therapy which will be useful for a client to know before starting the course.	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Look for practical advice, problems that might be encountered, or advantages/disadvantages of the therapy etc.</p> <p>Possible Marking Points Time consuming process with weekly sessions over a long time/eq; You will be asked to relax and talk freely about yourself for 50 minutes per session/eq; The costs could be high if patient is self funding/eq; You will not be able to see the analyst while you are talking/eq; Therapists will want to revisit the same issues over and over again/eq; Insights gained through therapy can be emotional as well as intellectual/eq; Can be a distressing experience for client as has to go over past in detail/eq; Therapists will try to unearth reasons from the past to explain current disorders/eq; You may be asked to remember dreams to retell to the therapist/eq;</p> <p>Look for any other relevant points.</p>	AO2 = 5

Question Number	Outline two definitions of abnormality and evaluate their usefulness in understanding mental health.	Mark						
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect-OWTTE. Marks are not given for just identifying a point but for clearly making that point. If more than 2 definitions outlined mark all and credit the best. Max 3 for any one definition. Max 3 for any one evaluation. If only one definition outlined and only one evaluated Max 1 B*</p> <p>Essay mark scheme:</p> <table border="0" data-bbox="256 600 1219 703"> <tr> <td style="text-align: left;"><u>6 AO1</u></td> <td style="text-align: left;"><u>6 AO2</u></td> </tr> <tr> <td style="text-align: left;">4 AO1 subject content</td> <td style="text-align: left;">4 AO2 subject content</td> </tr> <tr> <td style="text-align: left;">2 AO1 Clarity & communication</td> <td style="text-align: left;">2 AO2 Balance and breadth</td> </tr> </table> <p>Possible definitions include: statistical infrequency, social norms, personal distress, disability and dysfunction, maladaptive behaviour, deviation from ideal mental health.</p> <p>AO1 E.g. Statistical infrequency Deviation from the statistical norm means behaviour seen as rare in the population will be deemed abnormal/eq; It uses the normal distribution curve with both extremes deemed equally abnormal and the middle regions as normal/eq;</p> <p>E.g. Deviation from social norms Deviation from social norms means behaviour is abnormal if perceived as different to that seen as acceptable within society/eq; What is seen as abnormal will vary between cultures as well as over time/eq; Behaviour deemed to be maladaptive as the individual cannot function effectively/eq; It may be that their behaviour endangers their or others wellbeing/eq;</p> <p>Look for other reasonable marking points.</p> <p>AO2 E.g. Statistical infrequency Depression is not statistically infrequent and yet is seen as abnormal/eq; If all extremes of behaviour are seen as abnormal this will include behaviour seen as socially desirable as well as undesirable/eq;</p> <p>E.g. Deviation from social norms A social norm definition of abnormality could be used to control those seen as not conforming to the social norm according to Szasz/eq; Failure to take the social context into account in defining behaviour as maladaptive could cause error such as apparent agoraphobia in a war zone/eq; If someone chooses to use maladaptive behaviour as a means of making a protest it cannot be deemed abnormality/eq;</p> <p>Look for other reasonable marking points.</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	<p style="text-align: center;">AO1 = 4</p> <p style="text-align: center;">AO2 = 4</p>
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Balance/Breadth:	
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Write AO1, AO2 etc down the left-hand side of the page and indicate as follows at the end of the essay.

AO1 = (out of 4)
 AO2 = (out of 4)
 B = (out of 2)
 C = (out of 2)

TOTAL =

Total 36 marks AO1 = 14 / AO2 = 22

Total ringed mark for A1 + Total ringed mark for A2 + Total ringed mark for A3 = TOTAL
 PLEASE NOTE IT IS THE TOTAL FOR 'TOPIC A' THAT IS TRANSFERRED TO THE FRONT COVER OF ANSWER BOOKLET.

6764- 4B January 2008 Mark Scheme

Topic B: Criminological Psychology

Question Number	Outline what is meant by zero tolerance	Mark
1(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 1 for a relevant example.</p> <p>Possible Marking Points</p> <p>No crime however small goes unpunished/eq; Based on the broken windows theory (Wilson & Kelling)/eq; Belief that targeting minor crimes inhibits progression onto larger crimes/eq; Aims to remove atmosphere in which crime is seen as acceptable/eq; E.g. in New York, they clamped down on everything from fare dodging to graffiti/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Using evidence, assess the effectiveness of zero tolerance policies on reducing crime.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If no mention of evidence max 3.</p> <p>Possible Marking Points</p> <p>Leads to many more people becoming criminalised, e.g. In New York a third of Afro-American men under 25 were in prison in 2000 /eq; In order to operate a ZT policy effectively far more police officers are needed e.g. 7000 extra in New York, this is expensive/eq; It is also possible that it is the extra number of officers deployed that causes the drop, not the ZT policy itself/eq; Crime only moves from one area to another it doesn't stop, e.g. from "street to suite"/eq; By tackling all crimes some major criminals are picked up for minor offences so improving clear-up rate for other crimes/eq; Increases in custodial sentences concomitant with ZT means fewer criminals on the street to commit crimes/eq; Acts as a deterrent as potential criminals realise the consequences of their actions/eq; Drop in murders in New York by two thirds over a 5 year period suggests does work/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 6

Question Number	Describe one psychological study that has looked at the effect of the media on aggressive behaviour.	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. 1 mark for identification of study, but must be unambiguous. If more than one study mark all and credit the best. Must be a recognisable psychological study, anecdotal evidence or case histories are not acceptable. Generic answers max 2. Max 2 for any one section, aim, method, results conclusion. Accept adult models in Bandura studies as media influence.</p> <p>Possible Marking Points</p> <p>E.g. Charlton et al (2000) conducted a natural study on St Helena when TV was introduced/eq; They measured the level of aggressive behaviour in the children’s playground activities before and after the introduction of TV/eq; They also asked teachers for assessments of aggressive behaviour/eq; Results indicated that the level of aggression did not change when TV was introduced/eq; Children were reported as behaving in a pro-social way both before and after the introduction to TV/eq; Researchers concluded the introduction of TV had no impact on aggressive behaviour/eq;</p> <p>E.g. Leyens et al (1975) conducted a study on boys in a remand home in Belgium/eq; Half the boys were shown violent films while the others were shown non-violent films each night for five nights/eq; The boys were prevented from watching their normal television programmes/eq; Observers counted the number of aggressive acts made by the boys towards others or inanimate objects/eq; Locations for the observations were outdoor activities during the day/eq; Boys who were viewing the aggressive films produced significantly more physically aggressive acts than boys watching the non-violent films/eq; Researchers concluded that viewing violence increased the level of aggressive behaviour/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 5

Question Number	Evaluate the study you have described in (a).	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 2 marks for generic evaluation points. If (a) is blank but (b) evaluates a recognisable study then full marks may be gained. If (a) is marked as generic but (b) evaluates a study which now becomes identifiable full marks may be gained though do not credit more marks at (a) retrospectively. If (b) evaluates a different relevant study than is described in (a) max 2. If (a) describes an inappropriate study that is evaluated correctly in (b) max 2 provided is a study within criminological psychology.</p> <p>Possible Marking Points</p> <p>E.g. Charlton et al The measurement of behaviour for 2 years before the introduction of TV gave a stable baseline figure/eq; Small communities that are geographically isolated may not be representative of the wider population/eq; The follow up for five years on levels of violence does suggest the results are stable/eq; Claims that the lack of violence is because of the strong family basis reducing the impact of media violence seem reasonable/eq; The use of video footage of school playground behaviour to monitor aggression levels may miss some sources of aggressive behaviour/eq; It is possible children would ensure that their aggressive behaviour was not visible to camera/eq; The discrepancy between these results and most other studies suggests the results may be anomalous/eq;</p> <p>E.g. Leyens et al The boys used in the study were already in trouble with the law so may already be more aggressive/eq; Preventing the boys from watching their normal programmes could have an impact on their behaviour/eq; The study did not look for long term impact, any increase in aggression could be very short lived/eq; The observation for aggressive behaviour used students who were conducting a class practical and could therefore have been biased in their observations/eq; Pushing in a queue was treated in the same way as punching someone so there is no way of being sure what type of aggressive behaviour was higher in the violent film group/eq; Outdoor recreation time in adolescent boys is likely to highlight very physical activities and thus give a false high on aggressive behaviour/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 5

Question Number	The research methods used in studies to investigate the effects of the media on aggressive behaviour all have limitations. Identify information that could be provided to warn people about treating results of such studies with caution.	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>Most studies are only looking at short term effects with no information on whether aggression is still there weeks later/eq; Longitudinal studies have no control over pps during the intervening years meaning other uncontrolled variables can have an impact/eq; Longitudinal studies are correlations meaning cause - effect relationships cannot be shown/eq; Artificiality of laboratory studies may produce demand characteristics/eq; Field research (e.g. Leyens) uses individuals in secure accommodation suggesting they may be violent to start with/eq; Criteria used by researchers to define aggressive behaviour tend to vary from study to study so results are rarely comparable/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 5

Question Number	Describe the process of a self-fulfilling prophecy and evaluate the self-fulfilling prophecy as an explanation of anti-social behaviour.	Mark						
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect-OWTTE. Marks are not given for just identifying a point but for clearly making that point. If description of the SFP process does not relate to anti-social behaviour AO1 max 2. If evaluation of the SFP process does not relate to anti-social behaviour AO2 max 2. Alternative explanations as evaluation may gain 1 AO2 mark.</p> <p>Essay mark scheme:</p> <table data-bbox="256 636 1219 741"> <tr> <td><u>6 AO1</u></td> <td><u>6 AO2</u></td> </tr> <tr> <td>4 AO1 subject content</td> <td>4 AO2 subject content</td> </tr> <tr> <td>2 AO1 Clarity & communication</td> <td>2 AO2 Balance and breadth</td> </tr> </table> <p>AO1 Observer(s) label the individual because of stereotypes about appearance and/or origins/eq; This influences the way the individual is treated and the expectations other have of them/eq; Their behaviour is commented on selectively with positive behaviour ignored and negative behaviour gaining attention/eq; Confirmatory bias on behalf of the observers strengthens their feelings and the way they treat the individual/eq; The individual's cognitions about themselves can change (e.g. self esteem) and lead to their behaviour changing/eq; The individual may start to conform to expectations, this will create feedback from observers that increases further the possibility of conforming to expectations/eq;</p> <p>Look for other reasonable marking points.</p> <p>AO2 Jahoda's study showed that being given a label that indicated more aggressive behaviour did seem to increase such behaviour/eq; However this is only one study, the difference between different birth days was not large and the police log did not include the nature of the crime/eq; Not all individuals from families/areas where anti-social behaviour is believed to originate become anti-social/eq; Some may even be motivated to show they can be different than the stereotype/eq; Munro (2006) suggests that a SFP present from infancy would mean individuals would never be treated any other way and this may be very difficult to reject/eq; Madon et al (2004) suggest a positive home based SFP can counteract a negative one from outside the home/eq; However the decline in stable family units and less time spent in family interactions may make this less likely to be a factor/eq;</p> <p>Look for other reasonable marking points.</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	<p>AO1 = 4</p> <p>AO2 = 4</p>
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AO1 = (out of 4)
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TOTAL =

Total 36 marks AO1 = 14 / AO2 = 22

Total ringed mark for B1 + Total ringed mark for B2 + Total ringed mark for B3 = TOTAL
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6764- 4C January 2008 Mark Scheme

Topic C: Education

Question Number	Special educational needs can be assessed by the use of IQ tests. Identify one such special educational need.	Mark
1(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark for the SEN.</p> <p>Suitable examples include: specific learning difficulties, severe learning difficulties, physical disabilities or any exemplars, such as dyslexia, cerebral palsy, giftedness.</p>	AO1 = 1

Question Number	Outline how IQ is measured.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Outline of the way a test is used may gain full credit.</p> <p>IQ tests used to assess developmental progress of individuals compared with the norm/eq; This enables psychologists to recommend a learning plan tailored to individual needs/eq; Can be used to identify specific problems such as dyslexia/eq; Can be assessed using e.g. WISC/eq; Usually administered by educational psychologist/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Evaluate the measurement of IQ in terms of reliability and validity.	Mark
1(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 4 if only reliability or validity is considered. 1 mark available for definition of reliability, 1 mark available for definition of validity.</p> <p>Practice effects can be a problem if gap between test and retest is not sufficiently great/eq; However if the gap is lengthened maturational effects may also play a role, as children do develop at a steady pace/eq; It is difficult to produce tests of sufficient similarity but still different enough to produce parallel forms to avoid practice effects/eq; IQ higher over time so tests restandardising regularly, suggests tests don't reliably measure anything independent of experience (Flynn 1984)/eq; IQ tests favour certain types of ability such as convergent rather than divergent thinking (Hudson 1966) so questioning how valid they are at measuring all aspects of intelligence/eq; A good level of knowledge is necessary to do well on IQ tests (Schank & Birnbaum 1994), so tests may be a reflection of educational opportunity not of underlying ability/eq; Test scores may be a reflection of attentiveness/motivation (e.g. Honzik 1974) so validity relies on everyone "buying in" to same values/eq; Predictive validity only predicts potential not actual outcomes e.g. A level & degree performance (Peers & Johnson 1994)/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 6

Question Number	Piaget suggested young people learn best by discovery learning. Describe discovery learning.	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. A relevant example may gain credit. 1 mark available for description of how Piagetian principles underpin discovery learning.</p> <p>Discovery learning is where the child learns by experience /eq; This means that the child processes the information in a deeper way/eq; Very hands on way of learning as child is not told about things but finds out for self/eq; Teacher will act as a facilitator, ensuring situations suitable for discovery are encountered by the child/eq; Nuffield science programmes are based on the concept of discovery learning/eq; For example the child would be given the equipment to discover how levers reduce the amount of effort required/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 4

Question Number	Piaget, amongst others, was a cognitive psychologist. Evaluate the Cognitive Approach to education.	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 1 for alternative approaches as evaluation.</p> <p>Possible Marking Points</p> <p>Avoids the mechanistic approach of behaviourism that saw everything as S-R/eq; Gagné's work on the steps of learning has made the process more rigorous/eq; Ausubel's advanced organiser enhances the learning process by making more meaningful/eq; By taking the level at which children are able to operate into account learning can be made more effective/eq; Klahr (1982) feels cognitive psychologists over emphasise step wise rather than continuous development, making school progression stepwise too/eq; Piaget's views made structuring of the curriculum more sensitive to developmental constraints/eq; Piaget probably underestimated the capabilities of children meaning they did not get stretched enough/eq; Understanding of cognitive processes has enhanced learning by improving learning strategies/eq; Cognitive views on education tend to see the child as an individual learning organism and fail to account for the social aspects of learning/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 6

Question Number	Identify features that could be included in an infant school classroom to reflect the ideas of cognitive psychologists.	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>Children will be sat in small groups so that they can work together and support each others learning/eq; By helping each other children learn more effectively, explaining helps them understand/eq; A lot of activity may seem like play but is really learning/eq; Enjoyable learning will make children want to stay engaged and they will learn more/eq; By learning from trying things out for themselves your children will remember the lessons more effectively/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Describe and evaluate individual differences in learning/cognitive styles within the educational setting.	Mark						
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect-OWTTE. Marks are not given for just identifying a point but for clearly making that point. Accept all learning styles but reject teaching styles e.g. Didactic for AO1.</p> <p>Essay mark scheme:</p> <table border="0" data-bbox="256 539 1219 640"> <tr> <td data-bbox="256 539 344 568"><u>6 AO1</u></td> <td data-bbox="836 539 924 568"><u>6 AO2</u></td> </tr> <tr> <td data-bbox="256 568 571 600">4 AO1 subject content</td> <td data-bbox="836 568 1150 600">4 AO2 subject content</td> </tr> <tr> <td data-bbox="256 600 695 640">2 AO1 Clarity & communication</td> <td data-bbox="836 600 1219 640">2 AO2 Balance and breadth</td> </tr> </table> <p>AO1 Whether people are field dependent or independent influences their processing strategies/eq; Vernon (1969) showed that field independent individuals are better at maths and science/eq; Holistic thinkers tend to use a overview whereas serialists go step by step according to Pask/eq; Convergent and divergent thinking styles have been well documented as has their ability in tasks such as problem solving and IQ tests/eq; Kirton (1976) emphasised that differences in thinking/learning are to do with preferences not intelligence/eq;</p> <p>Look for other reasonable marking points.</p> <p>AO2 It is quite possible that field independence develops as a result of studying maths and science rather than being the reason why people study it/eq; It is likely that strategies will vary depending on the nature of the topic, students will not necessarily limit themselves to one way of doing things/eq; Yet the dichotomous nature of many of these learning/cognitive styles suggests people belong to one camp or the other, this is too extreme/eq; There is a danger that certain learning/cognitive styles will be seen as more desirable than others, whereas what is needed is variety/eq; It is probably more important that the learning and thinking style of the student mesh well with the teacher's style/eq;</p> <p>Look for other reasonable marking points.</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	<p>AO1 = 4</p> <p>AO2 = 4</p>
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At the end of the question 6 please total up as follows:

AO1 = (out of 4)

AO2 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =

Write AO1, AO2 etc down the left-hand side of the page and indicate as follows at the end of the essay.

AO1 = (out of 4)

AO2 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =

Total 36 marks AO1 = 14 / AO2 = 22

Total ringed mark for C1 + Total ringed mark for C2 + Total ringed mark for C3 = TOTAL
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6764- 4E January 2008 Mark Scheme

Topic E: Sport

Question Number	Describe Cattell's theory of personality	Mark
1(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>There are 16 personality factors or source traits/eq; Each trait is on a dimension for example reserved - outgoing/eq; Cattell believed the various traits were linked rather than being independent/eq; Cattell considered traits to be determined by environmental factors not biology/eq; The 16PF is a personality questionnaire which gives people a score on a scale of 1-10 on each of the source traits/eq;</p> <p>Look for any other relevant points.</p>	AO1 = 4

Question Number	Evaluate the importance of personality traits within sport.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>Cooper (1969) suggests that certain personality characteristics as self confidence are commonly found in international athletes/eq; However Hemery (1986) suggests that these characteristics may be a result of success/eq; Kroll & Crenshaw's (1970) evidence suggests personality characteristics may be consistent within a sport but are not consistent between sports/eq; Results of studies usually come from self assessment questionnaires which are not necessarily reliable/eq; Demand characteristics or socially desirable answers may cause bias in responses/eq; Fisher et al (1978) suggest no more than 10% of variability in behaviour can be attributed to personality/eq; Personality characteristics may not be as stable as trait theorists claim which would make them of little practical importance in sport/eq;</p> <p>Look for any other relevant points.</p>	AO2 = 6

Question Number	Describe team cohesion in sport.	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>Tendency of a group to stay together/eq; Most likely to occur in co-operative sports such as soccer/eq; Co-active teams less likely to be cohesive/eq; Cohesion can be social or task oriented/eq; Cohesion will increase the level of conformity/eq;</p> <p>Look for any other relevant points.</p>	AO1 = 4

Question Number	Using psychological research, evaluate the relationship between performance and team cohesion.	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. No mention of research max 4.</p> <p>Possible Marking Points</p> <p>Steiner (1972) argued team cohesion meant the best individuals are not always the best team/eq; However individual talent is still important as a factor in performance provided it does not conflict with cohesion/eq; Widmeyer et al (1990) suggest a circular relationship between success and cohesion/eq; However this also can work in a negative way with failure destroying cohesion/eq; Ruder & Gill (1981) found ratings of cohesiveness increase after a victory, however this could be due to uplift in mood/eq; Carron (1982) found a slight decrease after losing, but may be caused by feeling down/eq; A socially cohesive sub-group could have a negative effect on the wider team cohesion/eq;</p> <p>Look for any other relevant points.</p>	AO2 = 6

Question Number	What strategies would you recommend to a team coach who wishes to increase the level of cohesion in his/her team?	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>Increase the interdependency of players during training by working in small groups towards superordinate goals/eq; But make sure don't always go in same pairs so avoid development of subgroups/eq; Identifying a shared external threat such as another team will increase cohesion/eq; Ensure team members see everyone as of roughly equal level of ability rather than praising someone as better than the rest/eq; Ensure some successes as a group to improve cohesion/eq; Encouraging players to feel a shared identity through use of strip etc/eq;</p> <p>Look for any other relevant points.</p>	AO2 = 4

Question Number	Describe Weiner's theory of attribution and explain how attribution can be used to improve motivation in sport.	Mark						
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. AO1 marks are for describing the theory and the AO2 marks are for explaining how it can be used to improve motivation in sport. 1 mark available for a relevant diagram if gives information not credited elsewhere.</p> <p>Essay mark scheme:</p> <table border="0" data-bbox="256 568 1219 672"> <tr> <td data-bbox="256 568 344 600"><u>6 AO1</u></td> <td data-bbox="836 568 924 600"><u>6 AO2</u></td> </tr> <tr> <td data-bbox="256 600 571 631">4 AO1 subject content</td> <td data-bbox="836 600 1150 631">4 AO2 subject content</td> </tr> <tr> <td data-bbox="256 631 695 663">2 AO1 Clarity & communication</td> <td data-bbox="836 631 1219 663">2 AO2 Balance and breadth</td> </tr> </table> <p>AO1 Weiner's model suggests two factors locus of causality and stability of cause/eq; Internal attribution means the athlete attributes performance to themselves whereas external attributions are without the individual/eq Stable causality means it is difficult to change the situation whereas unstable is easily changed/eq; This means that an athlete who attributes performance to an external unstable cause will see their performance as a matter of luck/eq; A stable internal attribution would be accepting that performance were due to ability/eq;</p> <p>Look for other reasonable marking points.</p> <p>AO2 There is evidence that internal attribution when failing can lead to learned helplessness/eq; In practice the ease of victory or closeness of failure can mitigate an attribution/eq; Dweck's (1975) work on attributional retraining supports the view that attribution can affect performance/eq; Evidence from other attributional biases such as FAE also supports Weiner's model/eq; Coaches who encourage their athletes to attribute success to effort usually improve performances/eq; Athletes who attribute success to luck unlikely to sustain effort in a belief it will improve performance, supporting the view that it is an unstable aspect of attribution/eq;</p> <p>Look for other reasonable marking points.</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	<p>AO1 = 4</p> <p>AO2 = 4</p>
<u>6 AO1</u>	<u>6 AO2</u>							
4 AO1 subject content	4 AO2 subject content							
2 AO1 Clarity & communication	2 AO2 Balance and breadth							

Clarity/Communication:	
Mark	Descriptor
0	Note form/unintelligible
1	Essay format / some use of appropriate specialist terms / some spelling mistakes
2	Essay format / good use of appropriate specialist terms / good spelling and grammar

Balance/Breadth:	
Mark	Descriptor
0	Totally irrelevant or very limited response
1	Adequate coverage of subject content / some irrelevance
2	Good coverage of subject content / minor irrelevance

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