

Psychology

Advanced GCE **A2 7876**

Advanced Subsidiary GCE **AS 3876**

Mark Schemes for the Units

June 2006

3876/7876/MS/R/06

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Advanced Subsidiary GCE Psychology (3876)

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Mark Scheme 2540
June 2006

Cognitive Psychology

- 1 ***Deregowski in his study on perception describes a task which required participants to construct a model from a 2D drawing of cubes. Outline the difference between models constructed by the 2D and 3D perceivers.***
 2D perceivers constructed a flat model and 3D constructed a 3D model. **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: if candidates draw the models = 1 mark **1 mark**
 2D/3D models = 1 mark
- 2a ***From the study by Baron-Cohen, Leslie and Frith on autism, explain what is meant by the term 'Theory of Mind'?***
 The ability to understand that another person has a different belief to your own **2 marks**
 Other appropriate answer **2 marks**
 Partially correct answer: low ecological validity, lacks realism **1 mark**
- 2b ***Outline one problem with using the Sally-Anne test to measure Theory of Mind.***
 One from: not real people, dolls don't think, more difficult for autistic children to stretch their imagination that dolls think, not an everyday situation, low ecological validity with example. **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer, low ecological validity, lacks realism **1 mark**
- 3 ***Outline one way in which Gardner and Gardner attempted to increase the reliability of their measurement of Washoe's signing of new words.***
 one from: Washoe had to use the sign for 15 consecutive days, had to be seen by more than one observer, had to be spontaneous, had to be in context. **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: vague answers **1 mark**
- 4 ***Loftus and Palmer claim that memories are reconstructed from information received at the time of witnessing an event and information received after it. Suggest how two findings from their experiments support this suggestion.***
 The participants' estimates of speed were influenced by the verb used in the question; the participants were influenced by the verb they had heard in recalling whether they had seen any broken glass. **2 marks each**
 Other appropriate answers **2 marks each**
 Partially correct answer **1 mark**

Developmental psychology

- 5** *In the study by Samuel and Bryant on conservation they used liquid, plasticine and counters in the conservation experiments. Outline one effect these materials had on the number of errors children made.*
 Children made most errors with the volume followed by mass followed by number. Number was the easiest to conserve. Reference to two materials or one with explanation **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: e.g. reference to one material only **1 mark**
- 6** *From the study by Bandura, Ross and Ross on aggression, explain why a one-way mirror was used to observe the children.*
 To prevent demand characteristics + explanation, to avoid the observers affecting the behaviour of the children + explanation. Must refer to effect of being watched **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: lack of explanation **1 mark**
- 7** *According to Freud, little Hans was in the phallic stage of development.*
- (a) *Identify two features of the phallic stage shown by little Hans.*
 Obsession with 'widdler', fantasy about mother and father, Oedipus complex, castration anxiety, jealousy of his sister, possessiveness over mother **1 mark each**
 Other appropriate answers **1 mark each**
 Partially correct answer **1 mark**
- (b) *Suggest one weakness of the evidence Freud used to support his conclusions about little Hans.*
 One from: biased/subjective interpretations, second hand information from the father, lack of reliability **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer **1 mark**
- 8** *From the study by Hodges and Tizard outline two differences in the quality of the relationships experienced by the restored and adopted children.*
 Two from: restored: had more problems with relations with siblings, less physical affection to parents, less confiding and support, less involvement in family activities. **2 marks each**
 Other appropriate answers **2 marks each**
 Partially correct answer **1 mark each**

Physiological Psychology

- 9a **From the study by Schachter and Singer on emotion outline how one ethical guideline was broken.**
 One from: Informed Consent – some participants were not aware of the side effects of the injection, protection – some participants may have been harmed by the procedure. Deception + details from the study, withdrawal + details from the study **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: identification of ethical guideline **1 mark**
- 9b **Explain why the researchers felt it was necessary to break this guideline.**
 Demand characteristics, less validity, fewer participants willing to take part, must link to study for 2 marks **2 marks**
 Other appropriate answers: must link to study for 2 marks **2 marks**
 Partially correct answer **1 mark**
- 10 **Explain how one control was used in the study on sleeping and dreaming by Dement and Kleitman.**
 One from: participants carried on as normal during the day, no caffeine or alcohol, woken by a bell, record dreams on tape recorder.
 Control with explanation for 2 marks. **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: conducted in laboratory **1 mark**
- 11 **Sperry, in his study of split brain patients, used an apparatus which allowed information to be sent to the left and right hemispheres of the brain separately (Figure 1)**
- (a) **From the diagram identify which hemisphere (left or right) the word 'case' would be projected to.**
 The left hemisphere **2 marks**
- (b) **Describe how this apparatus worked.**
 Things seen to the left of a central fixation point with either eye are flashed to the right hemisphere and vice versa. **2 marks**
 Other appropriate answers: only reference to visual task **2 marks**
 Partially correct answer **1 mark**
- 12 **In their study Raine, Bushbaum and LaCasse identify a number of concerns about the use of brain scans as evidence in murder trials. Outline one of these concerns.**
 Can be interpreted in different ways, not a direct causal link established, deterministic differences may not cause a person to commit murder, brain scans may vary depending on moods and activity so not necessarily reliable, new technique so may not be accurate, movement can distort scan, lack of scientific testing of technique **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: e.g. identification without explanation **1 mark**

Social Psychology

- 13 **Identify two aspects of the procedure in the prison simulation study by Haney, Banks and Zimbardo that increased its ecological validity.**
Two from: The induction procedure, arrest, uniform, routine, bars, beds, parole board etc. **1 + 1 marks**
Other appropriate answers **1 + 1 marks**
Partially correct answer **1 mark**
- 14a **From the subway Samaritan study by Piliavin, Rodin and Piliavin, briefly describe one quantitative measure recorded by the observers.**
Same race helping, time taken to help, number who helped blind/ill conditions. **2 marks**
Other appropriate answers **2 marks**
Partially correct answer: e.g. statistical results **1 mark**
- 14b **Outline one limitation of the quantitative data in this study.**
The term reductionist does not tell us anything about the bystanders, or how they were thinking or feeling. May have been other factors which affected their decision to help or not. Must be linked to study **2 marks**
Other appropriate answers must be linked to study **2 marks**
Partially correct answer: general limitation of quantitative data not linked to study **1 mark**
- 15 **Tajfel investigated inter-group discrimination. Suggest how his findings might explain one conflict in everyday life.**
Football fans fighting, religious groups fighting, political party demonstrations
Must link to ingroups – outgroups/Tajfel's study **2 marks each**
Other appropriate answers **2 marks each**
Partially correct answer: identification without link to study **1 mark**
- 16 **Suggest two factors which might explain the high levels of obedience found in Milgram's study of obedience.**
Two from: Experiment takes place on the grounds of a reputable university, assumed that personnel are competent and reputable, seems a worthy purpose, the participant thinks that the victim has volunteered and not an unwilling captive, the participant has volunteered, he has been paid to take part, presence/characteristics of authority figure: must have explanation **2 marks each**
Other appropriate answers: must have explanation **2 marks each**
Partially correct answer **1 mark**

Psychology of Individual differences

- 17 **Describe one way in which the IQ tests described by Gould were biased.**
One from: Many of the questions were based on white American history and culture; the tests required paper and pencil and were biased towards literate people. **2 marks**
Other appropriate answers **2 marks**
Partially correct answer: e.g. any example of administration bias **1 mark**

- 18a **Describe what Hraba and Grant were measuring by asking children to: 'Give me the doll that you want to play with'**

This question was measuring the racial preference of the children.

Other appropriate answers

2 marks

Partially correct answer: all other relevant answers

1 mark

- 18b **Suggest one limitation of the self report measures used in this study.**

May not have been a valid measure as the children may have liked the doll for other reasons may not be a measure of racial preference in everyday life. Reductionist. Forced choice.

2 marks

Other appropriate answers

2 marks

Partially correct answer: limitation of self reports not linked to study

1 mark

- 19 **In his study 'Sane in insane places' Rosenhan refers to 'the stickiness of psycho diagnostic labels'.**

- (a) **Explain how this was demonstrated in the study.**

Once the pseudo patients had been admitted and given the diagnosis of schizophrenia the staff stuck with this label, even though the behaviour of the participants was normal they stuck to the label that had been given. Even when the participants were released they were given a diagnosis of schizophrenia in remission: **need specific example from study**

2 marks

Other appropriate answers

2 marks

Partially correct answer

1 mark

- (b) **Suggest how labelling might affect people with a mental illness in their everyday lives.**

Once people have been labelled with a mental illness and it is on their records etc they are discriminated against and people judge their behaviour in view of previous mental illness e.g. employers.

2 marks

Other appropriate answers

2 marks

Partially correct answer: discrimination without example, change in behaviour without example.

1 mark

- 20 **Suggest one problem with the case study method as used in the study by Thigpen and Cleckley on multiple personality.**

One from: difficult to generalise from one person, ethics, too much involvement on the part of the researcher due to working closely with participant, researcher bias, time-consuming

Two marks for problem linked to study.

2 marks

Other appropriate answers

2 marks

Partially correct answer: general problem of case study method with no reference to study

1 mark

**Mark Scheme 2541
June 2006**

Question	Description	Marks
Section A		
1	When conducting research it is important that psychologists consider which variables need to be controlled and how control is to be achieved.	
(a) AO1	<p>Describe the controls that were used in your chosen study. Named studies: Bandura, Ross & Ross, Schachter & Singer, Dement & Kleitman <i>Emphasis is on detail of chosen core study.</i></p> <p>Indicative content: Most likely answers: (any appropriate answer receives credit): Bandura: control groups: aggressive & non-aggressive matched male & female & control group. All children same procedure: same time, model same behaviour, same toys, same observation format. Schachter: use of 4 groups: epi inf, epi mis, epi ign and control/placebo. Procedural controls too. Dement: procedural controls eg no caffeine, alcohol, use of alarm, etc</p>	
	No answer or incorrect answer	0
	One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.	1-2
	Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good. * maximum mark if only one control is included. Question states controls (plural).	3-4
	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.	5-6
		max mark 6
(b) AO2	<p>Briefly discuss two advantages and two disadvantages of applying controls using examples from your chosen study.</p> <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 include evaluation or implication.</i> <i>Assessment includes advantage/disadvantage, example and comment.</i> <i>Important note: As candidates are required to discuss, 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.</i></p>	

Question	Description	Marks
	<p>Indicative content: Most likely answers: (any appropriate answer receives credit): Adv: more control over extraneous variables, more likely DV is due to IV. Adv: participants behave in predictable ways; fewer demand characteristics Disadv: isolates behaviour from real life where many other variables will exist (is reductionist and lowers ecological validity) Disadv: participants behaviour is less likely to be natural. Disadv: more extraneous variables, confounding more likely.</p> <p><i>For each point up to a maximum of FOUR points</i></p>	
	No answer or incorrect answer.	0
	Any one of three [point/example/comment]	1
	Any two of three [point/example/comment]	2
	All three [point/example/comment]	3
	max mark	12
(c) AO2	<p>Suggest one other variable that could have been controlled in your chosen study and say how you think this might affect the results</p> <p style="text-align: center;"><i>Answers must be specific to chosen core study.</i></p> <p><i>NB candidates may offer more than one suggestion. All marked and best ONE credited.</i></p>	
	No answer or incorrect answer.	0
	Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	1-2
	Relevant alternative described in appropriate detail with understanding of implications.	3-4
	<p><i>How this might affect the results</i></p>	
	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).	1-2
	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.	3-4
	max mark	8

Question	Description	Marks
2	Some studies in psychology describe behaviour and experience without using numbers and statistics. This is the qualitative approach.	
(a) AO1	Describe how qualitative data were gathered in your chosen study.	
	Named studies: Freud, Thigpen & Cleckley, Hodges and Tizard. <i>Emphasis is on detail of chosen core study.</i>	
	Indicative content: Most likely answers: (any appropriate answer receives credit): Freud: conversations of father with son; observations of father; interactions with father & mother. Thigpen: interviews over 100 hours over a 14 month period. Hodges: interviews with adolescent and interviews with parent.	
	No answer or incorrect answer	0
	One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.	1-2
	Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good. * maximum mark if no reference is made to qualitative data.	3-4
	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.	5-6
		max mark 6
(b) AO2	Briefly discuss two strengths and two weaknesses of the qualitative approach using examples from your chosen study.	
	<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 include evaluation or implication.</i>	
	<i>Assessment includes strength/weakness, example and comment.</i>	
	<i>Important note: As candidates are required to discuss, 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.</i>	

Question	Description	Marks
	Indicative content: Most likely answers: (any appropriate answer receives credit):	
	Adv: In depth, rich in detail, insightful & therefore not reductionist.	
	Adv: Can help us understand why people behave in a particular way.	
	Disadv: May be problems of interpretation. Words and descriptions are more subjective than numbers and are more open to bias and misinterpretation by participants.	
	Disadv: Cannot make statistical comparisons.	
	Disadv: May be more prone to researcher bias as can select the information that best fits their hypothesis.	
	Disadv: Participants may give socially desirable answers. Participants want to look good.	

For each point up to a maximum of FOUR points

No answer or incorrect answer.	0
Any one of three [point/example/comment]	1
Any two of three [point/example/comment]	2
All three [point/example/comment]	3
max mark	12

(c) AO2	Suggest one other way data could have been gathered for your chosen study and say how you think this might affect the results.
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Answers must be specific to chosen core study.

NB candidates may offer more than one suggestion. All marked and best ONE credited.

No answer or incorrect answer.	0
Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	1-2
Relevant alternative described in appropriate detail with understanding of implications.	3-4
<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).	1-2
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.	3-4
max mark	8

Question	Description	Marks
	Section B	
3	Ethnocentric bias is the tendency to over-estimate the worth of people in the same group as yourself and to under-value the worth of people who are not in the same group.	
(a) AO1	<p>Describe what each of these studies tell us about ethnocentrism.</p> <p>Named studies: Deregowski (perception); Gould (IQ testing); Tajfel (intergroup discrimination); Hraba and Grant (doll choice)</p> <p><i>Candidates must relate each of the four named studies to the assessment request.</i></p> <p>Indicative content: Most likely answers (any appropriate answer receives credit): Deregowski: assumed perceptual differences were inherited; Gould: assumed intelligence is fixed and certain groups inferior; Tajfel: ethnocentrism arises from minimal differences; Hraba & Grant: 'black' children in 1930's saw their colour as inferior to 'white'.</p> <p><i>For each point up to a maximum of FOUR points (one from each study)</i></p> <p>No answer or incorrect answer</p> <p>Identification of point (e.g. a sentence) relevant to question.</p> <p>Brief description of point relevant to question but with no analysis (comment with no comprehension). OR two points relevant to question are identified.</p> <p>Description of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are identified. Spelling, punctuation and grammar are good.</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>max mark 12</p>
(b) AO2	<p>Briefly discuss two advantages and two disadvantages of studying ethnocentrism, using examples from any of these studies.</p> <p><i>Candidates should provide a general advantage/disadvantage related to the question. They should give an example from any of the listed studies to illustrate the advantage/disadvantage and they should make a comment about the advantage/disadvantage which may include evaluation or implication.</i></p> <p><i>Assessment includes advantage/disadvantage, example and comment</i></p> <p><i>Important note: As candidates are required to discuss, 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.</i></p>	

Question	Description	Marks
	Indicative content: Most likely answers (any appropriate answer receives credit):	
	Adv: It may allow us to discover what behaviours are inherited and what behaviours are learned i.e. through conducting cross-cultural studies.	
	Adv: It allows us to discover that not all cultures are the same; to discover the diversity of behaviour and experience that people all over the world have.	
	Adv: It may allow us to discover the causes of prejudice; to realise that our values are not the only ones possible; educates us not to make value judgements.	
	disadv: sample may be v. small; or not representative (all male/students, etc); all from one culture & so cannot be generalised to all countries. To do this would be ethnocentric.	
	disadv: Many cultures have different philosophies; they are different (not inferior or superior) and cannot be compared. Some cultures are based on co-operation, others based on conflict. There is no culture-fair test.	
	disadv: Researchers may speak a different language from participants: there may be problems in the giving of instructions and the understanding of tasks; there may be misinterpretation of behaviour by the experimenters.	
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer.	0
	Any one of three [point/example/comment]	1
	Any two of three [point/example/comment]	2
	All three [point/example/comment]	3
	max mark	12
	TOTAL MARKS AVAILABLE	24

Question	Description	Marks
4	<p>One of the ethical issues that causes concern in the conduct of psychological investigations is whether participants are physically or emotionally harmed by the research.</p> <p>(a) AO1 Describe how participants may have been harmed in each of these studies.</p> <p>Named studies: Gardner & Gardner (project Washoe); Milgram (obedience); Rosenhan (sane in insane places); Haney, et. al. (prison simulation). <i>Candidates must relate each of the four named studies to the assessment request.</i> Indicative content: most likely answers (any appropriate answer receives credit): Gardner: Washoe captured from wild; kept in captivity; taught alien language; not released after study. Washoe not returned to wild after study. Milgram: minor and major stresses caused to participants. Challenging of moral ideals. Rosenhan: no consent from participants; damage to reputations. Pseudo-patients are also 'participants' in the general sense and could have been harmed by drugs or physical beatings (not taken or given) or by depersonalisation (even though they were confederates of experimenter). Haney: concerns pathology of power – participants depersonalisation etc – study stopped early. <i>For each point up to a maximum of FOUR points (one from each study)</i></p>	
	No answer or incorrect answer	0
	Identification of point (e.g. a sentence) relevant to question.	1
	Brief description of point relevant to question but with no analysis (comment with no comprehension) OR two points relevant to question are identified.	2
	Description of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are identified. Spelling, punctuation and grammar are good.	3
	max mark	12
(b) AO2	<p>Briefly discuss two arguments for conducting research which may cause harm to participants and two arguments against conducting such research, using examples from any of these studies.</p> <p><i>Candidates should provide a general argument for/against related to the question. They should give an example from any of the listed studies to illustrate the argument for/against and they should make a comment about the argument for/against which may evaluation or implication.</i> <i>Assessment includes argument for/against, example and comment</i> <i>Important note: As candidates are required to discuss, argument for/against 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.</i> Indicative content: most likely answers (any appropriate answer receives credit): for: it may be to simulate a realistic situation. for: Ends justify means... against: Something may go seriously wrong.... against: Discourages future participation in psychological research. against: Lowers the status of psychology – a “crackpot” subject?</p>	

Question	Description	Marks
	<i>For each point up to a maximum of FOUR points</i>	
	No answer or incorrect answer.	0
	Any one of three [point/example/comment]	1
	Any two of three [point/example/comment]	2
	All three [point/example/comment]	3
		max mark 12
	TOTAL MARKS AVAILABLE	24

**Mark Scheme 2542
June 2006**

MARKING SCHEME

Activity A**1 Describe the procedure that you used for your investigation (4)**

Good answers will include a full explanation of how the investigation was conducted. Most likely answers will include where the investigation was conducted, any instructions given to candidates, the nature of the questions the candidates were asked (full details not required), how the candidates answered the questions (verbally / written), time limits and any debriefing that took place.

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

1 mark - Very little detail has been given and replication would not be possible.

2 marks - Some aspects of the procedure have been described but there are crucial omissions and replication would not be possible.

3 marks - Most aspects of the procedure have been described but it would be difficult to replicate this.

4 marks - The procedure has been fully described and replication would be possible.

2 Outline two improvements that could be made to your procedure (4)

The improvements must relate to the procedure of the investigation rather than suggesting using entirely different methods. Only credit one answer relating to sample.

2 marks for each improvement awarded as follows:

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

1 mark - improvement has been suggested but this is vague or lacks clarity.

2 marks - the improvement is specific and has been clearly outlined.

3 Explain the likely effect of each of these improvements on the results of your investigation (6) 3 marks for explanation of each improvement awarded as follows:

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

1 mark - brief answer or answer lacking clarity.

2 marks - The likely effect of the improvement is well explained but no reference is made to the results of the investigation OR the effect is brief or lacks clarity but the answer has been given with reference to the results.

3 marks - The likely effect of the improvement is well explained and the candidate has made reference to the results.

Activity B**4 a) Outline the aim of your observation (2)**

Candidates are likely to have an aim rather than a hypothesis for this Activity. However it would be acceptable for a candidate to state that the aim of their investigation was to test the hypothesis that....

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

1 mark - Aim is stated but this lacks detail or clarity. It is not fully clear what the candidate aimed to observe (e.g. to look at gender differences in behaviour).

2 marks - The aim is stated clearly (e.g. to observe gender differences in food choice).

b) Describe one of your findings (2)

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

1 mark - the finding is described in very general terms or the finding lacks clarity.

2 marks - the finding is described clearly.

5 Describe one ethical issue that you considered when planning your observational research and explain how you dealt with this issue (4)

Most likely answers will be lack of consent, invasion of privacy, confidentiality. Solutions are likely to be observing in a public place, asking for consent, avoiding recording personal details. Accept issue of under 16s.

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

1 mark - an ethical issue has been identified but this has not been discussed in relation to the candidate's own investigation and there is no discussion of how the issue was dealt with.

2 marks - an ethical issue has been identified and discussed in relation to the candidate's own activity but there is no discussion of how the issue was dealt with. Alternatively the candidate may have identified an issue and a solution but neither are discussed in relation to the candidate's own investigation (for example, simply stating lack of consent so ask for consent).

3 marks - an ethical issue has been identified and discussed in relation to the candidate's own activity and there is some discussion of how this was dealt with. This discussion is very brief and lacks detail.

4 marks - an ethical issue has been identified and discussed in relation to the candidate's own activity. The way in which this issue was dealt with is also discussed clearly.

6 Describe one strength and one weakness of observational methods used in psychological research (4)

Note: candidates are not being asked to describe strengths / weaknesses of their own observation but strengths / weaknesses of observational methods in general. Answers which focus on the candidate's own investigation can be credited if they are also general strengths / weaknesses.

Strengths are likely to be high ecological validity, no interference from observer, lack of demand characteristics if participants are unaware of being observed.

Weaknesses are likely to be lack of control over variables, difficult to draw 'cause and effect' conclusion, likelihood of observer bias, difficulties of observing and high chance of demand characteristics if participants are aware of being observed.

2 marks for strength and 2 marks for weakness awarded as follows:

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

1 mark - the strength / weakness and has been named or identified but description is either absent or lacks clarity.

2 marks - the strength / weakness has been clearly described.

Activity C

7 State the null hypothesis for your investigation (3)

Candidates who produce an alternate (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. Null hypotheses with direction – max 2.

0 marks – the candidate has written an alternate hypothesis, a correlational hypothesis or has not provided any creditworthy information.

1 mark - the candidate has written a null hypothesis (stating no difference or no effect) but the variables are not included (e.g. There will be no significant difference in the results) or the candidate refers to variables as A and B (e.g. A will have no effect on B).

2 marks - The candidate has written a null hypothesis with one variable (e.g. Time of day will have no effect on the results).

3 marks - The candidate has written a null hypothesis and both variables are clearly identified (e.g. Time of day will have no effect on number of words recalled).

8 Sketch a summary of your results in an appropriate visual display. (3)

This could be a bar chart, frequency polygon or a table. Tables or graphs displaying raw data only will not be awarded any marks. Tables containing raw data as well as summaries should be awarded a max of 2.

0 marks – no graph or table, inappropriate graph (e.g. scattergraph), raw data table only.

1 mark - The candidate has drawn an appropriate graph or table but there are no labels or scales.

2 marks - The candidate has drawn an appropriate graph or table with labels and scales incomplete.

3 marks - The graph or table has been drawn correctly, both axes have been labelled and the scale is clear.

9 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 hypothesis, that participants will remember more words in a quiet room than a noisy room was supported and the null hypothesis rejected. Participants remembered approximately twice as many words in quiet rooms than noisy rooms.

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

1 mark - There is a brief or unclear conclusion with no mention of either hypothesis.

2 marks - The conclusion is stated clearly in relation to one hypothesis.

3 marks - The conclusion is stated clearly in relation to both hypotheses.

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

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

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 given although this answer lacks some clarity and is unlikely to mention significance levels / probability.

3 marks - The statistical test is named, the results are given and these are explained in terms of significance levels / probability. Understanding is clear.

Activity D**10 Identify the two variables in your investigation (2)**

1 mark for appropriate identification of each variable.

11 Describe how each of these variables was measured (4)

2 marks for description of measurement of each variable awarded as follows:

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

1 mark - measurement is vague or lacks clarity.

2 marks - measurement is clearly described.

12 a) Outline an alternative way of measuring one of these variables (3)

Any appropriate suggestion can be credited including a different method.

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

1 mark - Very brief or unclear suggestion.

2 marks - Alternative is clear although more reference could have been made to the variable being measured or replication might not be possible.

3 marks - Alternative is clear and has been well described with relation to the variable being measured. It would be possible to replicate measurement.

12 b) Explain the effect that this alternative might have on the results of your investigation (3)

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

1 mark - brief answer or answer lacking clarity.

2 marks - The likely effect of the improvement is well explained but no reference is made to the results of the investigation.

3 marks - The likely effect of the improvement is well explained and the candidate has made reference to the results.

**Mark Scheme 2544
June 2006**

SECTION A

- 1 (a) **Describe one study of learned helplessness which can explain motivation in an educational context.** [6]

Weaker responses will be brief, lack detail, lack understanding of how learned helplessness affects motivation in education.

Stronger responses will have more detail, clarity and demonstrate a sound understanding of how learned helplessness affects motivation in education.

Likely answers:

- Seligman and Maier 1974 – study on dogs
- Maier and Seligman 1976 – human study
- Dweck 1978 – feedback on students' work and learned helplessness.

Candidates need to make the link between learned helplessness and education in order to be able to gain full credit. If no link to education, then candidates cannot receive top band.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe how learned helplessness affects motivation in education. 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 how learned helplessness affects motivation in education 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 how learned helplessness affects motivation in education from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total marks (AO1) [6]

1 (b) Evaluate learned helplessness as an explanation for motivation in education. [10]

Candidates are asked to evaluate learned helplessness as an explanation for motivation in education. Stronger responses will show good question focus, providing a detailed and coherent evaluation of learned helplessness in education. Weaker responses may show superficial evaluation, fail to link learned helplessness to an educational setting.

Likely answers:

- Research performed on animals may not be generalisable to humans as humans more complex
- Some research on humans have supported original Seligman and Maier e.g. Dweck,
- Some research on humans has not supported this e.g. Wortman and Brehm 1975.
- Helps to explain the impact of environmental stressors on learning.
- Potentially useful explanation to reverse or prevent poor motivation e.g. through use of careful feedback, increasing self-efficacy etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate learned helplessness. 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 discussed in an appropriate way to the issue of learned helplessness in education. There is an appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that evaluate learned helplessness. There is confident use of psychological terms and concepts. The answer is clearly explained and elaboration is coherent and thorough.

Total marks (AO2) [10]

Total marks for Question 1: [16] (AO1 = 6; AO2 = 10)

- 2 (a) Describe one study of the effects of classroom design and/or layout on performance. [6]

Candidates are required to describe just one study of classroom design/layout. Thus, candidates who describe more than one study should be marked on all studies separately and credited with the best mark.

Stronger responses will describe an appropriate study with detail, accuracy and understanding. Weaker responses will lack detail or accuracy.

Likely answers:

- Seating arrangement studies e.g. Bennett and Blundell, Wheldall, Rosenfield.
- Lighting e.g. Cave, Riggio
- Colour e.g. Stone investigating adults in blue and red carrels.
- Walls e.g. Creekmore (acquisition wall, maintenance wall, dynamic wall)
- Furnishings e.g. Sommer and Olsen's soft classroom
- Noise e.g. Cohen, Zentall, Belojevic, Bronzaft.
- Temperature e.g. Pepler's natural experiment comparing climate-controlled schools with non-climate controlled schools

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

Total marks (AO1) [6]

- 2 (b) **Discuss the problems of investigating the effects of classroom design and layout.** [10]

The question requires students to discuss problems, rather than advantages. Stronger answers will show good question focus, providing a coherent discussion of the problems of such investigations.

Weaker answers will lack question focus, discussion of the problems may be superficial.

Likely answers:

- Observer effects e.g. students behave differently when an observer is present, distorting the results.
- Problems of generalisability: for example, generalising from one subject to another, age groups, class activities, etc.
- Validity of measurements of performance or mood e.g. difficulties in categorising on-task behaviour, problems with self-report and mood.
- Demand characteristics
- Ethics (though consent is not required from under 16s – consent from parents or guardians is required).

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to ***. 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 discussed in an appropriate way to the issue of the ***. There is an appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points evaluating the ***. There is confident use of psychological terms and concepts. The answer is clearly explained and elaboration is coherent and thorough.

Total marks (AO2) [10]

Total marks for Question 2: [16] (AO1 = 6; AO2 = 10)

SECTION B

- 3 (a) Describe what psychologists have learned about assessing educational performance. [10]

It is expected that candidates will describe a number of pieces of research or assessment techniques in education. This may include descriptions of specific assessment techniques, psychometric testing, distinguishing between different types of assessment e.g. formative and summative, external assessments such as GCSEs or SATS, or assessment process of special educational needs.

Stronger answers will incorporate a range of pieces of evidence, with accuracy and detail.

Weaker answers will be characterised by brevity and a lack of detail or accuracy.

Likely answers:

Any form of assessment used in schools is relevant

- Teacher assessment (e.g. project and essay work)
- IQ testing or other psychometric testing.
- Four main types might be outlined – formative, diagnostic, summative and evaluative.
- Criterion and norm-referenced assessment.
- SATS
- GCSEs or A levels

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 marks	Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
2 marks	Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
3 marks	Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
4 marks	Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.
Understanding (AO1)	
0 marks	The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
1 mark	The answer demonstrates some understanding but this is sparse.

2 marks	The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure.
3 marks	The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.

Total marks (AO1) [10]

3 (b) Evaluate what psychologists have learned about assessing educational performance. [16]

Stronger responses will employ a range of evaluative issues effectively to analyse the material. Evaluations will be detailed showing a thorough understanding of the issues.

Weaker responses are likely to be characterised by a lack of detail, superficial or unsubstantiated evaluations, lack of accuracy.

Likely evaluative issues may be:

- Ethics of testing e.g. is it overly stressful.
- Implications of testing for students and teachers which may be positive e.g. monitoring, facilitation of useful feedback, improving motivation; or negative e.g. self-fulfilling prophecy (Rosenthal).
- Assumptions of testing
- Reliability of assessment e.g. whether it provides consistent results over time; whether the task can be reliably marked.
- Validity of assessment i.e. is it really testing what it claims to, or is it measuring other skills.
- Ethnocentrism

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 (AO2) [16]

- 3 (c) Using your knowledge of psychology, suggest ways of assessing a seven year-old child's ability in mathematics. Give reasons for your answer.

[8]

Any suitable methods, relevant to the assessment request, may be accepted.

Stronger responses will demonstrate good question focus, linking their suggestions to the scenario of both age (7 yrs) and subject (maths).

Weaker responses will be superficial and/or lack focus on the question.

- SATs
- Paper and pencil test
- Actual task

Application (AO1 + AO2)	
0 marks	No suggestions made OR suggestions are made which are inappropriate to the assessment request.
1-2 marks	Suggestions are made but it is based on anecdotal or peripherally relevant psychological evidence.
3-4 marks	Suggestions are made that are 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 way. The reasons given have some relevance to the issue under discussion.
3-4 marks	The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology and expansion of complex points. The answer is coherent and well structured.

Total marks (AO1 = 4; AO2 = 4) [8]

Total marks for Question 3: [34] (AO1 = 14; AO2 = 20)

- 4 (a) Describe what psychologists have learned about individual differences in educational performance.

[10]

The individual differences in educational performance that candidates may choose to describe can vary, as the specification allows free choice. It is anticipated that the likely differences will be gender differences; ethnic differences and class/socio-economic differences.

It is anticipated that candidates should describe and explain individual differences in order to receive credit.

Stronger responses will be characterised by an ability to describe a range of material accurately and in detail.

Weaker responses will be characterised by brevity and a lack of detail or accuracy, superficial or anecdotal coverage.

Likely content:

- Multicultural education (Kirby et al 1997)
- Bias in streaming and assessment
- Language (e.g. Bernstein & Labov)
- Ethnicity and student/teacher misunderstanding (Bennett 1990)
- Racism in multiracial schools (Wright 1992)
- Learning styles (e.g. Vasquez 1990)
- Curriculum favouring boys (Lobban 1974)
- Curriculum stereotypes (Pilcher 1989)
- Physiological sex differences (e.g. Gray & Buffrey)
- Teacher expectations and attitudes (Clarricoates 1987)
- Poverty of expectation (Furlong 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 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, 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 (AO1) [10]

- 4 (b) Evaluate what psychologists have learned about individual differences in educational performance. [16]

Stronger responses will employ a range of evaluative issues effectively to analyse the research. Evaluations will be detailed showing a thorough understanding of the issues.

Weaker responses are likely to be characterised by a lack of detail, superficial or unsubstantiated evaluations, lack of accuracy.

Any evaluative points can receive credit including:

- Implications of individual differences for pupil, teachers and schools.
- Usefulness of evidence.
- Methods used to study individual differences.
- Problems involved in the generalisation of evidence.

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 (AO2) [16]

- 4 (c) As a head teacher, you realise that students from a poor housing estate are underachieving at GCSE at your school. Using your knowledge of psychology, suggest ways to improve the educational performance of these students. Give reasons for your answer.

[8]

Stronger responses will be characterised by a detailed suggestion, confidently linked to psychological research.

Weaker responses will be more superficial, lacking detail and probably reference to psychological research.

Any suitable suggestions may be accepted.

Possible answers may be:

- Role modelling
- Mentoring
- Additional learning support/careers advice
- Inducements to continue in FE or HE e.g. EMAs, bursaries etc.

Application (AO1 + AO2)	
0 marks	No suggestions made OR suggestions are made which are inappropriate to the assessment request.
1-2 marks	Suggestions are made but it is based on anecdotal or peripherally relevant psychological evidence.
3-4 marks	Suggestions are made that are 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 way. The reasons given have some relevance to the issue under discussion.
3-4 marks	The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology and expansion of complex points. The answer is coherent and well structured.

Total marks (AO1 = 4; AO2 = 4) [8]

Total marks for Question 4: [34] (AO1 = 14; AO2 = 20)

Assessment grid

Question	1a) or 2a)	1b) or 2b)	3a) or 4a	3b) or 4b)	3c) or 4c)	Total
Assessment Criteria						
AO1	6		10		4	20
AO2		10		16	4	30
Total	6	10	10	16	8	50

Mark Scheme 2545
June 2006

SECTION A:**1 (a) Outline one way of managing stress. [6]**

The most likely answers will describe one of the following techniques:

- (i) biofeedback when physiological processes are hopefully brought under conscious control,*
- (ii) imagery where people distract themselves from the stress stimulus,*
- (iii) cognitive therapies such as RET or cognitive restructuring,*
- (iv) stress inoculation where people are prepared for stressful events by dealing with reduced versions of the event.*

Weaker answers will rarely rise above the anecdotal level, whereas stronger answers will describe a technique and identify how it will affect the individual.

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

(b) Evaluate the success of techniques to manage stress. [10]

Stress techniques can be quite successful, though what we mean by success is worth considering. It would be unreasonable to expect a stress reduction technique to remove all stress. In fact stress can be quite beneficial if it leads people to reduce heavy work loads or they remove themselves from damaging situations. The discussion points might include:

- (i) issues of measurement and how we might know about the effectiveness of stress management techniques,*
- (ii) the usefulness of the techniques for specific stress problems,*
- (iii) the appropriateness of managing the stress response when action should be taken to change the stress inducing stimulus.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate how successful are the techniques to manage stress. 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 how successful are the techniques to manage stress. 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 issues surrounding how successful are the techniques to manage stress. 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 way that personality is associated with accidents. [6]

The most likely answers will probably describe the ‘accident prone personality’ though there are a range of other possibilities including the type A behaviour pattern, learned helplessness, risk taking, impulsiveness, extraversion, extreme bad luck etc.

Weaker answers will commonly not rise above broad generalisations and anecdotes.

Stronger answers will clearly describe a personality characteristic and relate it to accidents in terms of psychological ideas.

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

(b) Discuss why it is difficult to study the causes of accidents. [10]

The main reason is that accidents are rare events so it is difficult to collect much data. They are hard to simulate and people are often reluctant to disclose having accidents. The self report evidence is therefore a little suspect not least because people often have strong motivation to either exaggerate (personal injury claim) or hide (fear of punishment) the events. Another reason for the difficulty is that accidents have multiple causes, for example I might commonly have momentary

lapses of attention while driving but unless one of them coincides with another event I am unlikely to have an accident. There are also some obvious ethical difficulties in studying behaviour in dangerous situations, for example it would be dreadful if a study into car accidents led to a multiple pile up on the M6.

Weaker answers will identify one or two difficulties but will offer only anecdotal support.

Stronger answers will consider the difficulties and be able to relate them to psychological ideas and sometimes even specific accidents or accident types.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to discuss the difficulties in explaining why it is difficult to study the causes of accidents. 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 explaining why it is difficult to study the causes of accidents. 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 difficulties explaining why it is difficult to study the causes of accidents. 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

Indicative content

3 (a) Describe what psychologists have found out about pain. [10]

Candidates may select from a wide range of possible material in answer to this question. They might consider the various theories of pain, such as pattern theory or, more likely, the gate control theory. Other appropriate information might include some of the phenomena of pain such as phantom limb pain or pain without injury or analgesia. They might alternatively offer empirical work on ways of measuring and managing pain.

Weaker answers are likely to describe some relevant or partially relevant material without fully addressing the command in the question to consider what psychologists have found about pain.

Stronger answers will select three or four pieces of evidence that directly answer the question.

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

Pain may be a self reported phenomenon. Candidates may well comment on the problems of measurement and hence of comparison between one person and another, and one stimulus and another. All measures concentrate on just a few features of what is a complex psychological phenomena and candidates may suggest this is reductionist or too narrow to give a full picture. There can be a number of ethical issues if studies induce pain in order to study it or withhold pain killing procedures to measure their effectiveness. The gate control theory can explain a number of the observed phenomena but by no means all of them. There is also the matter of the failure to find a gate in the nervous system.

Answers that follow the formulaic of “my first issue is ...” can attract high marks as long as the issues they choose are relevant to the question.

Weaker answers that adopt this strategy may give general points that make only passing reference to the question and only marginally apply to it.

Stronger answers will identify three or four evaluative issues and make them relevant to the issue of pain and what we can know about it. Weaker answers will be unlikely to show this level of focus on the question.

- (c) A close personal friend has severe toothache but is unable to take pain killers for medical reasons. You are snowed-in with them in a holiday cottage in a remote village and can't get out until the weather changes. Use your knowledge of psychology to suggest how they might deal with the pain for a few days until they can see a dentist. Give reasons for your answers. [8]**

The point of the question is for candidates to consider cognitive and/or behavioural techniques for pain control. The most likely suggestions will centre around avoidance and distraction, for example imagery techniques.

Weaker answers will commonly make anecdotal suggestions with little or no connection to psychological ideas, for example watch television to take your mind off it.

Stronger answers will make considered suggestions that have a clear psychological rationale and are focused on the problem.

Indicative content

- 4 (a) Describe what psychologists have found out about people's reluctance to follow medical advice. [10]**

Empirical and theoretical evidence that relates to non-adherence may include:

- (i) cost benefit analyses of the health belief model,*
- (ii) rational non-adherence,*
- (iii) the understanding of medical instructions,*
- (iv) customising the treatment,*
- (v) defence mechanisms such as denial*

Weaker answers are likely to describe some relevant or partially relevant material without fully addressing the question.

Stronger answers will select three or four pieces of evidence that directly answer the question.

- (b) Evaluate what psychologists have found out about people's reluctance to follow medical advice. [16]**

The first issue to jump out from the evidence is that it is not appropriate to group all people and all peoples together. There are a range of personal, cultural, gender and class issues that come into play. There is the difficult question of measurement of adherence and in particular what constitutes adherence. Another issue concerns the applicability of the models of health behaviour to our understanding of adherence. How useful is it to use a model based on assumptions of rational thinking and behaviour?

Answers that follow the formulaic route of "my first issue is ..." can attract high marks as long as the issues they choose are relevant to the question.

Weaker answers that adopt this strategy may sometimes give general points that make only passing reference to the question and only marginally apply to it.

Stronger answers will identify three or four evaluative issues and make them relevant to the issue of adherence. Weaker answers will be unlikely to show this level of focus on the question.

- (c) Older people are advised to get a flu vaccination every year but many do not turn up to receive it. Using your knowledge of psychology, suggest how you would improve vaccination rates in older people. Give reasons for your answer. [8]**

The most strategic way to approach this is to identify some reasons why older people might not attend for the flu jab and then consider how to address them. The issues might include, cost benefit of the consequences and effort, health beliefs about how they get flu, reluctance to seek medical help unless they are ill, superstition, etc. The methods to improve attendance might be behavioural (rewards) or emotional (fear appeals) or cognitive (attitude change). They might involve targeted campaigns for all older people or more personal letters and threats.

Weaker answers will commonly make anecdotal suggestions with little or no connection to psychological ideas, while stronger answers will make considered suggestions that have a clear psychological rationale and are focused on the problem.

Part (a)

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, 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)

Part (b)

Range of issues	
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	
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	
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	
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)

Part (c)

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 the issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
3-4 marks	The answer gives a clear 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 [A01=10; A02=24]

TOTAL MODULE MARK = 50 [A01=20; A02=30]

**Mark Scheme 2546
June 2006**

1 (a) Describe one reward system used in organisations. [6] [AO1]

Types of intrinsic and extrinsic reward, Taylorism and the use of monetary reward, Maslow and self actualization and motivation. Fixed interval schedule, variable interval schedule, fixed ratio schedule and variable ratio schedules. Inducements-contribution balance, group, individuals making decision based on cost/benefit and work/life balances. Types of incentive scheme, groups (Johnson, 1981), co-operative (Miner, 1992) and individual (Skinner/behaviourist/reinforcement theories).

Stronger answers will describe a reward system with clear links to psychological principles and possibly the relation to intrinsic or extrinsic motivation, weaker candidates will not make this as clear and tend towards anecdote.

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

1 (b) Evaluate the use of reward systems in organisations. [10] [AO2]

Ethics of behaviourist incentive schemes, they allow for individual/cultural/gender differences. Individual work/life differences. Comparison of extrinsic/intrinsic reward vs higher need, leading to stress/conflict. Simplistic (reductionist) basis of behaviourist reward systems compared to cognitive rewards. Are rewards always successful, 'fat cats'. Problems of rewards not being delivered when achievement happens. Effectiveness of group, individual and co-operative rewards.

Weaker candidates will only identify one or two issues and not make a clear link to psychological principles. Stronger candidates may identify a number of the issues raised above and relate these to the events within organizations related to psychological principles.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the difficulties of the research process. 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. The answer attempts to evaluate the difficulties of the research process places them into a psychological perspective. There is appropriate use of psychological terms and concepts. The answer has a balance of strength and weaknesses points and there is some evidence of elaboration for higher marks
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulties of the research process. 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 technique used in performance appraisal. [6] [AO1]

Most likely answers will include the use of; rating scales to assess simple performances; objective measures such as quantity of outcomes, such as pupil pass rate; developmental dialogues, discussions are held on an equal basis and review previously agreed job targets (Larsen and Bang, 1993) and 360 degree feedback (Chmiel, 2000).

Stronger candidates will identify a technique similar to those above and highlight the link to psychological principles, weaker candidates are more likely to simply describe a performance appraisal technique.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to describe performance appraisal. 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 performance appraisal using appropriate 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 performance appraisal from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) Discuss the difficulties in carrying out performance appraisal. [10] [AO2]

Most likely answers will consider issues of; intra and inter-rater reliability and the validity of the measure when using rating scales-Halo effect may also be referred to; the effects of attribution on how causes of behaviour are interpreted; Hawthorne effect during observations. The need for appraisers to be trained to avoid errors of judgment and how 360 degree appraisal may prevent many of the errors mentioned.

Weaker candidates will tend towards anecdote whereas the stronger candidates will select a range of psychological principles and may discuss the reliability and validity issues more clearly and acknowledge that not all tasks have a similar psychological demand.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the use of reward systems. 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. The answer attempts to evaluate the use of reward systems. There is appropriate use of psychological terms and concepts. The answer has a balance of strength and weaknesses points and there is some evidence of elaboration for higher marks.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the use of reward systems. 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.

3 (a) Describe what psychologists have learned about conditions of work environments.

[10]

Noise can cause distraction (Riggio, 1999) and ill health at work (Evans et al 1995). Intermittent noise is as distracting as loud noise (Graig, 1993), Sanders and McCormack showed noise (music) can increase concentration. Better illumination results in better performance (Sandes and McCormick, 1993). Any change in illumination caused production to increase (Mayo, 1927). Stress from repetitive work. Psychological conditions such as; social effects on performance in open plan offices (Canter, 1983) and loss of status. Stress due to overcrowding (Oldham and Fried, 1987). Credit given for general stressors. Relation of long hours worked to stress (Sutherland and Cooper, 1997). Social and domestic problems caused by shift work (Dipboye et al 1994). Flexitime lowering absenteeism (Dalton and Mesch, 1990). Negative effects of work environments can be alleviated by, organizational change, counselling, stress management, job redesign, providing flexible working hours and employee participation in decision making.

Stronger candidates will select three or four pieces of evidence that are directly linked to work conditions, weaker candidates will usually select fewer pieces of evidence and only partially relate these to conditions of work environments.

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, 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 conditions of work environments.

[16]

Most likely evaluation points will include, individual differences, for example tolerance to noise (Evans et al, 1995). Hawthorne effect due to social pressures when being observed (Mayo, 1927). Reductionist issues such as identifying the causes of sick building syndrome. Research design/laboratory investigation. Variety of alternative findings re; noise/light.

Stronger answers will identify three or four evaluative issues and make these relevant to work conditions and the issues related to the study and findings on working conditions. There may be 'formulaic answers' that refer to a series of issues, for these to obtain high marks the relation to the command in the question must be clear.

Weaker candidates will select fewer issues and not relate these directly to the issues of conditions of work environments.

Range of issues (A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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) **You are a psychologist advising a manager of a supermarket that is about to open for 24 hours 7 days a week. Suggest ways in which the shift pattern could be used to improve employee effectiveness. Give reasons for your answer.** [8]

Likely suggestions to improve effectiveness; allow flexibility to enable employees to control shift patterns (Dalton and Mesch, 1990); rotation of shift patterns; provide support for individuals who find work patterns difficult; match shift times to 'personality'. It is expected that stronger candidates will produce answers that reflect an understanding of the personal nature and effect of working patterns on individuals whereas weaker answers are likely to be anecdotal and not make the psychological rationale clear.

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 applications/interventions. The reasons given have some relevance to the issue under discussion and some relevance to the evidence discussed elsewhere in the answer..

3-4 marks	The answer gives a clear 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.
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- 4 (a) Describe what psychologists have learned about leadership and management. [10]

Outline main theories of leadership; leader-centred, great man, trait, behaviourist, universalist; contingency theory, taking account interactions. Leadership styles eg Democratic, Autocratic and Laissez-faire (Lippert and White, 1939). Relationship/task orientated leaders (Michigan studies, Fleishman, 1969). Transactional and transformational leaders (Burns, 1978). Fiedler, Least Preferred Co-worker (1967) studies and Cognitive Resource Theory (1995). Vroom and Yetton Decision model (1973)

Stronger candidates will select three or four pieces of evidence that are directly linked to leadership and management, weaker candidates will usually select fewer pieces of evidence and only partially relate these to leadership and management.

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, 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 leadership and management.

[16]

Cultural differences i.e. Mead (1967) on differing preference of leadership style. Validity of questionnaire based research. Ambiguity of results ie Michigan studies. Comparison between near and far leaders in relation to transformational / transactional leaders (Alimo-Metcalf and alban Metcalf, 2000). Validity of; Fiedler's LPC, Peters et al (1985); Vroom and Yates Decision model, Vroom and Jago (1978)

Stronger answers will identify three or four evaluative issues and make these relevant to leadership and management and the issues related to the study and findings on leadership and management. There may be 'formulaic answers' that refer to a series of issues, for these to obtain high marks the relation to the command in the question must be clear. Weaker candidates will select fewer issues and not relate these directly to the issues of leadership and management.

Range of issues (A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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) You are a psychologist advising a head teacher after the school has failed a government inspection. Suggest one leadership style that the head teacher could use to help the staff prepare for the next inspection. Give reasons for your answer.

[8]

It is likely that candidates will suggest; Democratic, Autocratic and Laissez-faire (Lippert and White, 1939); Relationship/task orientated leaders (Michigan studies, Fleishman, 1969); Transactional and transformational leaders (Burns, 1978). No one leadership style is expected, rather the justification of how one of the above would be

successful ie Democratic, discussed goals with all involved therefore roles and goals clearly identified; Transformational, encourages free thinking and team spirit. It is expected that stronger candidates will produce answers that reflect an understanding of leadership issues and they may in fact distinguish between leadership and management, whereas weaker answers are likely to be anecdotal and not make the psychological 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/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 and some relevance to the evidence discussed elsewhere in the answer.
3-4 marks	The answer gives a clear 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.

**Mark Scheme 2547
June 2006**

SECTION A:

- 1 (a) Describe one study investigating the effects of crowding on social behaviour. [6]

Any research investigating the effects of crowding on social behaviour may be used. For example, effects on affiliative behaviour – Baum and Greenberg (1975); effects on altruism – Bickman et al (1973) and Milgram (1977); effects on aggressive behaviour – Rohe and Patterson (1974) – children’s play behaviour; Gifford (1997) prison inmate assaults; effects on social interactions – Baum & Valins (1977). Research on animals (e.g. Calhoun 1962 on rats) may also be used.

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

Total marks [6]

- (b) Discussing the generalisability of research investigating the effects of density and crowding. [10]

Answers must focus on the generalisability of research in this topic area. Better answers may consider sample limitations, use of animal studies, setting/context of study etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate how the generalisability of research investigating the effects of the density and crowding. 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 density and crowding. 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 generalisability of research into density and crowding. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total marks [10]

2 (a) Describe one study investigating the effects of invasion of personal space. [6]

Any research investigating the effects of invasion of personal space may be considered. For example:

- (i) Middlemist et al (1976) invasion in public urinal;
- (ii) Fisher & Byrne (1975) invasion of space in library setting;
- (iii) Sinha and Sinha (1991) effect on ability to complete tasks;
- (iv) Brodsky et al (1999) attorney invasion of witness space.

Better answers will give a detailed account of a study on effects of invasion of personal space.

Weaker answers may involve a study on territory and may receive some credit if its relevance to invasion of personal space is clearly shown

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to describe a study which looks at the effects of invasion of personal space. 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 on the effects of invasion of personal space 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 invasion of personal space from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total marks [6]

(b) Discuss ethical issues of investigating invasion of personal space. [10]

Ethical issues such as consent/informed consent, debriefing, withdrawal, embarrassment/unease may be considered but must be discussed with regard to invasion of personal space.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to discuss ethical issues of investigating effects of personal space invasion. 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 ethics. 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 ethical issues of investigating effects of personal space invasion. 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**Part (a) – A01**

- 3 (a) **Describe psychological research on natural disasters and technological catastrophe.** [10]

Candidates may begin by differentiating between natural disaster and technological catastrophe and consider characteristics and causes of disasters and catastrophe. Any research which considers the behavioural and psychological effects of disasters and catastrophe on individuals may be used. For example,

natural disasters -

- (i) Johnson et al 1982 (volcano on Mount St Helens);
- (ii) Fukuda et al 2000 (Hanshin-Awaji earthquake in Japan);
- (iii) Sims and Baumann 1972 (tornadoes and personality);
- (iv) Thompson et al 1993 (Hurricane Hugo);
- (v) Archea – comparison of Japanese and American victims of an earthquake;
- (vi) Turkish earthquake 1999
- (vii) Hurricane Mitch 1998

Technological catastrophe –

- (i) Buffalo Creek flood 1972;
- (ii) Three Mile Island accident 1979;
- (iii) Chernobyl (Bromet et al 2000)

Weaker answers may be predominantly anecdotal or use peripherally relevant research.

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 (A01)	
0 marks	The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
1 mark	The answer demonstrates some understanding but this is sparse.
2 marks	The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure.
3 marks	The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.

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

Part (b) – A02

(b) Evaluate psychological research on natural disasters and technological catastrophe [16]

Note: Any evaluative point can receive credit

e.g. Generalisability of research findings
 Implications
 How psychologists gain their evidence
 Individual differences
 Cultural differences
 Ethics

Range of issues(A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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] Part (c) – A01/A02

- (c) **A hurricane has been predicted in your area. Suggest how psychologists could intervene to help your community before the hurricane hits. Give reasons for your answer. [8]**

Markscheme guidelines apply in that any reasonable suggestion supported by psychological evidence is acceptable. For example:

- (i) Balluz et al (2000) – predictors of people’s responses to disaster warning;
- (ii) Drabek and Boggs (1968) evacuation – families should stay together;
- (iii) Kaniasty et al (1990) – social support; preparedness and warnings – both in Gifford (1997)

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.
3-4 marks	The answer gives a clear 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] (A01=20)

4 (a) Describe psychological evidence on 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 wayfinding.

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).

Animal studies:

- (i) Tolman et al 1930 maze performance in rats;
- (ii) Regolin and Rose (1999) young chicks;
- (iii) Menzel (1971) chimps;
- (iv) 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:

- (i) Russell and Lanius (1984);
- (ii) Kaplan and Kaplan (1987) Berlyne (1960);
- (iii) scenic preferences - Herzog and Chernick (2000);
- (iv) Real et al (2000);
- (v) Wilson (1984) biological preparedness

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, 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]

Part (b) - A02**(b) Evaluate psychological evidence on environmental cognition.**

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

Implications
 How psychologists gain their evidence
 Individual differences
 Laboratory vs. real life studies

Range of issues (A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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] Part (c) – A01/A02

(c) An over 60's club is organising a trip to your local town. Using your knowledge of psychology, suggest features you would include on a map to ensure the members can find their way around. Give reasons for your answer. [8]

Markscheme guidelines apply in that any reasonable suggestion is acceptable. For example, Evans (1980) colour coding; Pearce (1977) taking into account gender differences. Levine (1982) 'you-are-here' maps with emphasis on orientation (so the map is aligned in the same way as the setting) and on structure (so the map reflects the layout/appearance of the setting); Hunt (1984) use of photographs.

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.
3-4 marks	The answer gives a clear 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] (A01=14; A02=20)

TOTAL MODULE MARK = [50] (A01=20; A02=30)

Mark Scheme 2548
June 2006

Section A

1 (a) Outline ONE explanation of burnout OR withdrawal from a sporting activity.

Both Psychological and Physiological explanations address the question. References to the effects of training regimes are likely, as is the process explanation put forward by Silva. Withdrawal may additionally refer to attitude research, but if this is drawn from wider psychological evidence, it must be specifically linked to the sports setting.

Marks	Mark Descriptor.
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to explain burnout or withdrawal from a sporting activity. 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 provides an explanation of burnout or withdrawal from a sporting activity 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 provides a clear explanation of burnout or withdrawal from a sporting activity. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total marks [6]

1 (b) Evaluate explanations of burnout and withdrawal from a sporting activity.

The focus is on the evaluations of the explanations rather than the methodology used in any research (unless this is highlighted specifically to comment on the explanation). Therefore issues such as usefulness and ecological validity are likely to prove popular. Reductionism is also particularly relevant as an evaluative issue. Ethnocentrism and ethical considerations may also feature.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate explanations of burnout and withdrawal from a sporting activity. 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 evaluate explanations of burnout and withdrawal from a sporting activity. 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 evaluate explanations of burnout and withdrawal from a sporting activity. 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 piece of research into the relationship between the coach and the sportsperson

*The question asks for **research**, so theories, studies or concepts are all acceptable. Carron and Bennett's research into aspects of the relationship between coach and performer is the most likely reference. Other contributions regarding observations, experimental methods or measures are equally acceptable.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe research which investigates the relationship between the coach and the sportsperson, most notably research into coach-performer compatibility. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, and lacks understanding.
3-4 marks	The answer describes research which investigates the relationship between the coach and the sportsperson, most notably research into coach-performer compatibility, 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 clearly describes research which investigates the relationship between the coach and the sportsperson, most notably research into coach-performer compatibility. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total Marks: [6]

- 2 (b) Evaluate attempts by Psychologists to measure coach-performer compatibility.

Self-report, observation coding systems (eg Fisher) and psychometric testing (eg CBAS) have been applied in attempts to measure coach-performer compatibility. The inherent evaluation issues may be compared/contrasted for these approaches. The most notable may be reliability, validity, subjectivity, demand characteristics and ecological validity as they apply to the above approaches.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate efforts to measure coach-performer compatibility. 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 evaluate attempts to measure coach-performer compatibility. 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 evaluate attempts to measure coach-performer compatibility. 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 research into attention and imagery in sport.

The question asks for **research** so theories, studies or concepts are all acceptable. The question further requires both attention **and** imagery are referred to 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; Cherry and Kahnemann are obvious examples. The use of imagery can refer to relaxation techniques, mental rehearsal to improve technique or mental practise during periods of injury, for example.

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, 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 research into 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.

Total Marks: [16]

3 (c) How should a 100m sprinter mentally prepare in the moments before a race? Give reasons for your answer.

Suitable answers will include the focussing of appropriate attention, mental preparation using imagery or use of imagery as a relaxation technique.

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 the issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
3-4 marks	The answer gives a clear 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: [8]

4 (a) Describe what psychologists have learned about aggression in sport.

Candidates may consider definitions or types of aggression. Behavioural, psychometric projective or observational measures are admissible. Theories of aggression tend to be drawn from more traditional psychological literature and needs 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 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, 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]

4 (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 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) For any chosen sport what advice could you give a manager whose team has the worst disciplinary record in their league? Give reasons for your answer.

Various suggestions are acceptable. Candidates may use Social Learning Theory to suggest use of role models or environmental cue theory to consider the teams physical surroundings. An alternative approach is the cathartic release of aggressive energy towards a more legitimate source. Cognitive interventions such as self-talk may be offered, as may punishment and reinforcement.

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 the issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
3-4 marks	The answer gives a clear 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: [8]

**Mark Scheme 2549
June 2006**

Section A

1 (a) Describe one case study of offender profiling. [6]

This is most likely to be the case of John Duffy. Naomi Smith and Adrian Babb are other examples. Profiles of Hitler and Jack the Ripper are not acceptable. For a top band answer the candidate should include which profiler was responsible (Canter) and an outline of the profile such as, residence, marital status, age range, occupation, personality, sexual activity, previous criminal activity. They should be able to describe how the profile was used to find a suspect. Weaker candidates are likely to give superficial and partially accurate answers. Other recognised case studies quoted are acceptable.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to describe what is meant by a case study of 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 considers a case study of 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 gives a clear account of a case study of offender profiling from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total marks [6]

(b) Discuss the usefulness of offender profiling. [10]

Answers can cover a range of points but should focus on how profiling has been applied to various crimes. Most likely to appear are examples from murder typologies (organised/disorganised). There are also typologies for rapists and stalkers. The best answers will be able to refer to successes by reference to satisfaction surveys or actual figures. Comparison of different approaches with reference to their success would be another way of answering this question. Candidates may also use validity and reliability as evaluation points.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the usefulness of offender profiling. 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 usefulness of offender profiling. 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 offender profiling. 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]

(Total: 16 marks)

- 2 (a) Describe one social psychological explanation of criminal behaviour. [6]

Answers can cover a range of explanations such as Farrington (1996), social deprivation, Bandura & Walters (1963) the influence of peers, attribution theory, social identity theory, social roles, deindividuation and pathology of power (Zimbardo 1973), Sutherland's Differential Association Theory, Bandura Media Aggression Hypothesis, Labelling theory. The best answers will describe one explanation with reference to the theorist, key ideas, how it has been investigated and how it is applied to understanding crime.

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

Total Marks: [6]

- 2 (b) Discuss the differences between two psychological explanations of criminal behaviour. [10]

Any issues can be used to identify the differences; most likely will be reductionism, determinism, nature/nurture, usefulness, and methodological contrasts.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to discuss the differences between explanations of criminal 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 comparative issues are raised and applied in an appropriate way to the issue of discussing the differences between explanations of criminal 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 that discuss the differences between explanations of criminal 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

Part (a) – AO1

3 (a) Describe psychological factors which influence the police and police methods. [10]

A range of evidence could be offered drawn from race (institutional racism)(Black and Reiss1970), age, gender, behaviour towards the police (Lundman 1978) (Werner et al 1975). The police personality and their attributions and stereotyping due to type of offender and nature of offence, the use of deception and detection of lying during the interview process (Gudjohnsson 1992)), leading questions (Loftus 1974)) and false confessions (Gudjohnsson 1992). Cognitive interviews (Geiselman 1985) and standard interviews. Good answers will cover a range of points with detail and understanding. Students who do not address 'factors' in their answer can be distinguished by loss of marks for understanding.

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, 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]

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

Part (b) – A02

3 (b) Evaluate psychological factors which influence the police and police methods [16 marks]

Issues could include socio/political impact of evidence for a racist bias in police arrests and evidence for the attitude of the police towards crime and society. Evidence for the police personality could be evaluated by the reliability and validity of psychometric tests. Getting a confession, assumption of guilt could be evaluated by the reliability of the interview process. Reliability and validity of research could also be applied to leading questions (Loftus), false confessions (Gudjonsson) and persuasive techniques. Other issues could be usefulness of the research and methodological considerations.

*The best answers will have clearly defined **issues** as above linked to psychological evidence, (including research, concepts or theories) and will flow from point to point avoiding a list type response (**argument**). Comparisons and contrasts will be evident and analysis **may also** take the form of strengths and weaknesses or reliability/validity/usefulness etc. of the research or theories quoted (**analysis**).*

Range of issues (A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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]

Part (c) – AO1/AO2

- 3 (c) **The police have been called to a siege situation where hostages have been taken. As a psychologist, what advice would you give to the police in negotiating a peaceful end to the siege? Give reasons for your answer. [8]**

Suggestions are likely to follow the ‘contain and negotiate’ strategy developed by the Michigan State Police, and may include the work of Donohoe and Roberto and the management of the media. Answers should apply to the question scenario. The best answers will refer to psychological research to support the suggestions. Weaker answers which have no psychological content can get a maximum of 2 +2. Credit depth and 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 rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

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

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

- 4 (a) Describe what psychologists have found out about the psychology of testimony. [10]

A range of evidence could be offered, drawn from memory processes such as reconstructive memory (Bartlett 1932), or schema theory (Cohen), primacy and recency effects, Flashbulb memories, Perceptual processes, Gestalt principles of face recognition, Witness confidence (Wells and Bradfield), Leading questions (Loftus) or any other relevant cognitive process. Higher level responses will be distinguished by their accuracy, detail and understanding. Evidence drawn from 'The Courtroom' can be credited where it applies to testimony but may lose marks for relevance and understanding.

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, 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]

Part (b) – A02

(b) Evaluate what psychologists have found out about the psychology of testimony. [16]

Evaluation may include methodological issues such as ecological validity, sampling, the methods used. Also relevant could be determinism, reductionism, usefulness, reliability and validity. Some candidates may also use ethical issues to evaluate the research.

The best answers will have clearly defined issues as above linked to psychological evidence, (including research, concepts or theories) and will flow from point to point avoiding a list type response (argument). Comparisons and contrasts will be evident and analysis may also take the form of strengths and weaknesses or reliability/validity/usefulness etc. of the research or theories quoted (analysis).

Range of issues (A02)	
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 (A02)	
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 (A02)	
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 (A02)	
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]

Part (c) – AO1/AO2

- (c) **A customer has been held at knifepoint during a bank raid. The customer is then asked to give a description of his attacker to the police. Using your knowledge of psychology, what factors may influence the accuracy of the customer's description.** [8]

Most likely to appear here is weapon focus, or effect of arousal/fear on accuracy, how they are questioned, flashbulb memories. However any reasonable suggestion will be accepted. The best answers will relate to the scenario and link suggestions to psychological research. Credit depth and 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 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)

June 2006 Assessment Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2540	Raw	60	44	39	34	30	26	0
	UMS	100	80	70	60	50	40	0
2541	Raw	50	33	29	26	23	20	0
	UMS	100	80	70	60	50	40	0
2542	Raw	50	40	36	33	30	27	0
	UMS	100	80	70	60	50	40	0
2543	Raw	80	59	53	47	41	36	0
	UMS	100	80	70	60	50	40	0
2544	Raw	50	36	32	28	24	21	0
	UMS	100	80	70	60	50	40	0
2545	Raw	50	37	33	29	25	22	0
	UMS	100	80	70	60	50	40	0
2546	Raw	50	38	34	30	26	22	0
	UMS	100	80	70	60	50	40	0
2547	Raw	50	36	32	28	24	21	0
	UMS	100	80	70	60	50	40	0
2548	Raw	50	37	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
2549	Raw	50	35	31	27	23	19	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
3876	300	240	210	180	150	120	0
7876	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
3876	14.7	35.6	58.6	76.2	88.6	100	14859
7876	15.9	42.7	70.6	89.1	97.7	100	9749

9749 candidates aggregated this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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