

Psychology

Advanced GCE **A2 7876**

Advanced Subsidiary GCE **AS 3876**

Mark Schemes for the Units

January 2007

3876/7876/MS/R/07J

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Advanced Subsidiary GCE Psychology (3876)

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**Mark Scheme 2540
January 2007**

- 1 From the study by Loftus and Palmer outline one conclusion that can be drawn about eyewitness testimony. [2]

Any one from: it is not reliable; memory is made up from information received at the time of the event and after, Eye Witness Testimony (EWT) is easily distorted by leading questions. 2 marks

Other appropriate answers 2 marks

Partially correct answer: Finding e.g. about verbs without conclusion 1 mark

- 2 The term 'quasi experiment' can refer to a study where the experimental conditions occur naturally. Explain why the study by Baron-Cohen, Leslie and Frith on autism is a quasi experiment. [2]

The Independent Variable was whether the children were Down's Syndrome, autistic or 'normal' this variable occurred naturally rather than being created by the experimenters.

Must make reference to conditions. 2 marks

Partially correct answer – lack of detail from the study 1 mark

- 3 From the review by Deregowski on perception of pictures:

- (a) Outline one example of cultural bias. [2]

Any one from: The materials that were used were unfamiliar to some of the participants; the pictorial depth cues were western; reference to anecdotal evidence.

2 marks

Other appropriate answers 2 marks

Partially correct answer: lack of relationship to the study, no examples from study.

1 mark

- (b) Suggest one advantage of conducting cross-cultural research. [2]

Any one from: different cultures allow the role of environment to be studied; it is possible to see cultural universals.

2 marks

Other appropriate answers 2 marks

Partially correct answer more generalisable 1 mark

- 4 From the study by Gardner and Gardner describe two of the training techniques used to teach Washoe sign language. [4]

Any two from: imitation, babbling, instrumental conditioning, repetition. Answer must include description for full marks.

2 marks each

Other appropriate answers 2 marks each

Partially correct answer: identification of training method with no description.

1 mark each

- 5 In the study by Hodges and Tizard a variety of self-reports were taken from the ex-institutional children and the comparison groups. Outline one limitation of any of the self-reports in this study. [2]

Any one from: ethics of asking children questions about personal issues, children may not want to tell the truth about their personal lives, limitations of standardised tests such as Rutter B.

2 marks

Other appropriate answers 2 marks

Partially correct answer: limitation of self reports not linked to study. 1 mark

- 6 Explain how the evidence from the study by Bandura, Ross and Ross could support the nurture view of aggression. [2]**

The finding that children who viewed the aggressive/non-aggressive model showed greater imitation of aggression; support for Social Learning Theory.

2 marks

Other appropriate answers

2 marks

Partially correct answer no reference to effect of models

1 mark

- 7 From the study by Samuel and Bryant on conservation:**

- (a) Identify two of the independent variables. [2]**

Any two from: Age of the children, one or two questions, materials (mass, number, volume)

1 mark each

Other appropriate answers

1 mark each

- (b) Outline one way in which the study may not have been valid. [2]**

Any one from: ecological validity, laboratory setting, artificial nature of the task, OR problems with measurement including demand characteristics, predictive validity, face validity. Must give details from study

2 marks

Other appropriate answers

2 marks

Partially correct answer: lacks explanation, reference to cognitive stages

1 mark

- 8 Freud suggested that little Hans was going through the Oedipus Complex. Describe two pieces of evidence from the study which would support this claim. [4]**

Any two from: His fear of horses was symbolic of his fear of his father (Oedipus Complex) as he was afraid of white horses with black around the mouth and wearing blinkers which Freud suggested resembled Hans' father. Hans also said 'daddy don't trot away from me' and 'daddy you are so white'. Hans and his father also played horses. Hans' fear that the horse would bite him was interpreted by Freud as symbolising the fear that his father would castrate him. Hans' fascination with his widdler. His jealousy at the birth of his sister. Dream about giraffes. Dream about being married to his mother.

Other appropriate answers

2 marks each

Partially correct answer: feature of Oedipus Complex not linked to Hans/study OR detail from study not linked to Oedipus complex

1 mark each

- 9 Explain why in the study by Sperry, the split-brain patients had one eye covered during the visual task. [2]**

The eye was covered so that it was easier to control the left and right visual fields in the other eye.

Other appropriate answers

2 marks

Partially correct answer

1 mark

- 10 From the study by Schachter and Singer identify two ways in which the emotional state of the participants was measured. [2]**

Any two from: Rating scales, observation.

1 mark each

Other appropriate answers

1 mark each

- 11 From the study by Raine, Buchsbaum and LaCasse on brain abnormalities in murderers:**
- (a) Explain why the murderers had been referred for a brain scan. [2]**
- To obtain evidence relating to a Not Guilty by Reason of Insanity (NGRI) defense or to capability of understanding the judicial process (incompetence to stand trial), to obtain information for diminished capacity.
- 2 marks**
Partially correct answer 1 mark
- (b) Identify two characteristics that were used to match the murderers with the control group. [2]**
- Any two from: sex, age, schizophrenia. 1 mark each**
- 12 From the study by Dement and Kleitman on sleep and dreaming outline two features of the procedure that increased reliability. [4]**
- Any two from:** the participants were woken over several nights, several participants were used, a tape recorder was used to record descriptions of their dreams, objective measurement. Any details of standard procedure e.g. doorbell to wake participants.
- Other appropriate answers 2 marks each**
Partially correct answer quantitative data with no explanation **1 mark each**
- 13 From the study by Milgram on obedience, outline one piece of evidence which showed the participants were convinced of the reality of the situation. [2]**
- Any one from:** the severe reactions of the participants including digging their fingernails into their flesh; sweating and trembling. They claimed afterwards in post experimental interviews that they did believe the situation was real.
- 2 marks**
Other appropriate answers 2 marks
Partially correct answer 1 mark
- 14 Describe one way that the participants thought they had been divided into groups, in the experiments on intergroup discrimination by Tajfel. [2]**
- Any one from:** preference for Klee or Kandinsky picture, under or over estimators of number of dots on a screen.
- 2 marks**
Other appropriate answers 2 marks
Partially correct answer questions about the welfare of the learner, 'stressed' without example given **1 mark**
- 15 From the study by Haney, Banks and Zimbardo:**
- (a) Identify two features of the prison simulation that led to the negative behaviour of the guards. [2]**
- Any two from:** the uniforms, identification by number, the control over basic behaviour, too much power for the guards, arbitrary control, social isolation.
- 1 mark each**
Other appropriate answers 1 mark each
- (b) Suggest one way that the findings from this study could be applied to real prisons. [2]**

Any one from: changes to distribution of power, uniforms, prison layout, activities.

Other appropriate answers 2 marks

Partially correct answer: suggestion not based on findings of the study. 1 mark

- 16 **Piliavin, Rodin and Piliavin used observations in their study on subway samaritans. Outline one strength and one weakness of using observations in this study. [4]**

Strengths: the observers were able to record unobtrusively posing as members of the public, they recorded a mixture of quantitative and qualitative data, observer effects were avoided, two observers were used (inter observer reliability)

Weaknesses: view of the observers may have been obstructed on busy train, fear of being caught, may have missed some behaviour/responses of the public 2 marks each

Other appropriate answers 2 marks each

Partially correct answer: strength or weakness of observations not linked to the study. 1 mark each

- 17 **From the review by Gould identify two 'facts' that emerged from the IQ testing on military recruits carried out by Yerkes. [2]**

Any two from: the average mental age of White American adults stood just above the level of morosity: 13. European immigrants could be graded by their country of origin. The Negro lay at the bottom of the scale with an average mental age of 10.41. 1 mark each

Other appropriate answers 1 mark each

Partially correct: vague answer 1 mark

- 18 **From the study by Rosenhan identify two features of hospital life that resulted in the pseudopatients experiencing negative feelings such as powerlessness and depersonalisation. [2]**

Any two from: staff ignored patients, lack of privacy — no toilet door locks, lack of contact with staff, reliance on medication, lack of eye contact, deprivation of legal rights, restricted freedom of movement, no privacy over medical history, physical examination in semi public room, verbal and physical abuse were witnessed, impersonal environment.

Other appropriate answers 1 mark each

- 19 **In the study by Thigpen and Cleckley on multiple personality disorder a variety of methods were used including a projective test.**

- (a) **Describe what a 'projective' test measures. [2]**

Tests a person's responses to ambiguous stimuli with the assumption that this will reflect their unconscious fears and motivations. 2 marks

Partially correct answer: description of inkblot test, inkblot test 1 mark

- (b) **Explain why a variety of methods were used to collect data in this study. [2]**

A variety of methods allows concurrent validity to be established; this provided more credible evidence for their diagnosis of MPD. So that a mixture of quantitative and qualitative data could be collected and compared. To increase certainty of diagnosis.

Other appropriate answers 2 marks

Partially correct answer to allow in-depth/detailed study 1 mark

- 20 **Hraba and Grant examined the racial preferences of black and white children. Outline two problems of studying racial preference. [4]**

Any two from: ethics of studying racial preference on young children, problem of valid measurement, social desirability effect, demand characteristics, ecological validity.

Other appropriate answers

2 marks each

Partially correct answer: vague, lack of explanation, problem of study not linked to racial preference.

1 mark each

**Mark Scheme 2541
January 2007**

Section A

1

Psychologists sometimes carry out longitudinal studies where any changes in the behaviour and experience of the participants is recorded over a long period of time.

Named studies: **Hodges and Tizard** (social relationships)
Freud (little Hans)
Thigpen and Cleckley (multiple personality disorder)

(a) Describe how longitudinal data was gathered in your chosen study. [6]

AO1

Emphasis is on detail of chosen core study.

Indicative content: Most likely answers: (any appropriate answer receives credit):
Hodges: ex-institutionals (inc restored & adopted) over 16 year period. Compared to controls.

Freud: Hans observed by father & reported to Freud over 2 or so year period.

Thigpen: Evidence of 2+ personalities over 14 months+ and 100 hours of interviews.

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. 3-4
 3 = maximum mark if there is no reference to longitudinal/passing of time.

Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. 5-6
 For 6 marks quality of written communication must be very good.

max mark 6

(b) Briefly discuss two advantages and two disadvantages of studying behaviour over a long period of time using examples from your chosen study. [12]

AO2

Candidates should provide a general advantage/disadvantage related to the question. They should give an example from their chosen study to illustrate the advantage/disadvantage and they should make a comment about the advantage/disadvantage which may be an evaluation or implication.

Assessment includes advantage/disadvantage, example and comment

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.

Indicative content: Most likely answers: (any appropriate answer receives credit):

Adv: the development of specific individuals is recorded – a baseline is recorded at the start and changes over time (e.g. 5 or 16 years) in attitudes and behaviour can be measured.

Adv: studying the same participant means that individual differences such as intelligence are controlled.

Adv: one can see the effects of ageing; perfect for studying development, both within childhood and beyond. Can see long term effects of a “treatment” or exposure to a particular situation.

Disadv: participant attrition.

Disadv: once started cannot change study or introduce new variables.

Disadv: may become attached to participants/bias may be introduced/be less objective.

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) **Suggest one other way of gathering data in your chosen study and say how you think this might affect the results.** [8]

AO2 *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

How this might affect the results

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

2 **A long-standing debate in psychology is whether our behaviour is inherited (the nature argument) or whether our behaviour is learned (the nurture argument).**

Named studies: **Gould** (intelligence testing)
Deregowski (perception)
Bandura, Ross & Ross (aggression)

(a) **Describe what your chosen study tells us about the inheritance or learning of behaviour.** [6]

AO1 *Emphasis is on detail of chosen core study.*

Indicative content: Most likely answers: (any appropriate answer receives credit):
Gould: tests based on assumption that intelligence is inherited. But false as IQ scores improved with time spent in US.
Deregowski: various researchers assumed perception of pictures is inherited but soon discovered that it is learned.
Bandura: observed aggression copied by children and claimed to be learned.

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. 3-4
 Expression and use of psychological terms is good.
 3 = maximum mark if no reference is made to nature or nurture.

Description is accurate with appropriate detail. Understanding is good. 5-6
 Omissions are few. Expression and use of psychological terminology is competent.
 For 6 marks quality of written communication must be very good.

max mark 6

- (b) Briefly discuss two advantages and two disadvantages of studying the inheritance or learning of behaviour using examples from your chosen study. [12]

AO2 *Candidates should provide a general advantage/disadvantage related to the question. They should give an example from their chosen study to illustrate the advantage/disadvantage and they should make a comment about the advantage/disadvantage which may be an evaluation or implication.*

Assessment includes advantage/disadvantage, example and comment

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.

Indicative content: Most likely answers: (any appropriate answer receives credit):

Adv: can help us identify whether some behaviours are nurture and therefore we can take action to improve any problem that may be learned, or prevent it from being learned!

Adv: to discover that some behaviours are due to nature and so are not due to 'inappropriate' upbringing by parents.

Adv: to answer one of the 'puzzles of life!'

Disadv: it is too simplistic to divide explanations into either nature or nurture; how much behaviour is a combination of each (and what percentage is it?).

Disadv: to discover that some behaviour is genetic may lead to some viewing such behaviour as an abnormality. This could lead to eugenics.

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) **Suggest one other way of gathering data in your chosen study and say how you think this might affect the conclusions.** [8]

AO2

*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

How this might affect the results

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

Section B

3 **Psychologists sometimes gather data about behaviour and experience by observing the ways in which people behave.**

Named studies: **Rosenhan** (sane in insane places)
Piliavin, Rodin and Piliavin (subway samaritans)
Haney, Banks and Zimbardo (prison simulation)
Schachter and Singer (emotion)

(a) **Describe how observational data was gathered in each of these studies. [12]**

AO1 *Candidates must relate each of the four named studies to the assessment request.*

Indicative content: Most likely answers (any appropriate answer receives credit):

Rosenhan: observers gained access using false pretences. Openly observed behaviour of ward staff, taking notes.

Haney: participants put in simulated prison as prisoner or guard. Behaviour observed.

Piliavin: observers positioned in railway carriage, participants captive between stations. Recorded who helped.

Schachter: observations of participants behaving angrily or euphorically.

For each point up to a maximum of FOUR points (one from each study)

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) **Briefly discuss two advantages and two disadvantages of observing behaviour using examples from any of these studies. [12]**

AO2 *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 be an evaluation or implication.*

Assessment includes advantage/disadvantage, example and comment.

Important note: As candidates are required to **discuss**, advantage 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.

Indicative content: Most likely answers (any appropriate answer receives credit):

Adv: observed behaviour is more natural e.g. Rosenhan ward staff behaved physically aggressive.

Adv: data is quantitative (response categories) e.g. Schachter 4 categories for euphoria and 6 for anger.

Adv: participants unaware of the observation, unaffected by demand characteristics. E.g. PRP's participants unaware of staged emergency.

Disadv: participants do not say why they behaved in particular way – no qualitative data e.g. Rosenhan.

Disadv: observers view may be obstructed, observations may not be reliable e.g. observers in railway carriage, may have limited view.

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
TOTAL MARKS AVAILABLE	24

4 Psychologists often want to make statements about how most people behave or experience the world. These statements are called generalisations.

Named studies: **Samuel and Bryant** (conservation)
Baron-Cohen, Leslie and Frith (autism)
Hraba and Grant (doll choice)
Loftus and Palmer (eyewitness testimony)

(a) Describe a generalisation that we can make from each of these studies. **[12]**

AO1 *Candidates must relate each of the four named studies to the assessment request.*

Indicative content: most likely answers (any appropriate answer receives credit):

Samuel: conservation is developmental: children make fewer errors as they age; conservation of volume most difficult; asking two questions confuses children.

Baron-Cohen: theory of mind is not related to age; theory of mind not related to intelligence.

Hraba: societies change over time; people can be ethnocentric.

Loftus: leading questions may bias the responses of an eyewitness.

For each point up to a maximum of FOUR points (one from each study)

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) Briefly discuss two advantages and two disadvantages of making generalisations about human behaviour and experience using examples from any of these studies. **[12]**

AO2 *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 be an evaluation or implication.*

Assessment includes advantage/disadvantage, example and comment

Important note: As candidates are required to **discuss**, advantage 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.

Indicative content: most likely answers (any appropriate answer receives credit):

Adv: making a generalisation can stimulate further research e.g. Baron-Cohen, Loftus.

Adv: making generalisation can simplify complex behaviour

Disadv: making a generalisation can be incorrect; may be ethnocentric.

Disadv: making a generalisation that is based on limited information/sample e.g. all the studies.

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
TOTAL MARKS AVAILABLE	24

**Mark Scheme 2542
January 2007**

Activity A**1 Outline the aim of your questionnaire or your self report. (2)**

This will generally be stated as an aim rather than a hypothesis but it is acceptable for a candidate to state that the aim of their questionnaire was 'to test the hypothesis that...'

0 marks - no creditworthy content.

1 mark - the aim is outlined but this is vague or lacks clarity.

2 marks - the candidate has given a clear and concise outline of their aim.

2 Outline two findings in relation to your aim. (4)

2 marks to be awarded for each finding. Findings should be stated clearly and be linked to the aim of the activity.

0 marks - no creditworthy content. 0 marks should also be awarded when a candidate simply states numbers without any explanation of their meaning.

1 mark – Either a clear finding is stated but there is no link to the aim of the activity OR the finding is vague but has been linked.

2 marks - a clear finding has been stated and linked to the aim of the activity.

3 A researcher wishes to question parents about their use of physical punishment towards their children. Outline two methodological problems that the researcher may face and suggest how each of these might be overcome. (6)

Methodological problems might include: demand characteristics, social desirability, leading questions, ambiguity of questions, sampling bias. Ethical issues are also acceptable and are likely to include consent, confidentiality and protection of participants. Suggestions for overcoming such problems might include considering the way the questions are worded, types of sampling method/sample, ensuring confidentiality/anonymity. It is also acceptable for candidates to suggest the use of a different methodology.

3 marks for each methodological problem + suggestion for overcoming.

0 marks - no creditworthy content.

1 mark – Either the candidate has identified an appropriate problem but has not outlined this in relation to the investigation of physical punishment and has made no attempt at a suggestion for overcoming this OR a suggestion has been made for overcoming a problem that has been implied but not clearly explained.

2 marks - Either: the candidate has identified an appropriate problem and this has been outlined in relation to the investigation of physical punishment but there is no attempt at a suggestion for overcoming this,
Or: the candidate has identified an appropriate problem but has not outlined this in relation to the investigation of physical punishment but has made an appropriate suggestion for overcoming this problem.

3 marks - the candidate has identified and outlined in context an appropriate problem and has made an appropriate suggestion for overcoming this problem.

Activity B**4 Describe how you investigated the aim of your observation. (4)**

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

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

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

2 marks - the candidate has provided some relevant information but replication would not be possible.

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

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

5 Suggest two improvements that could be made to the way your observation was carried out and outline the possible effect of each of these improvements on your observation. (6)

Candidates may suggest improvements to any aspect of their observation: coding scheme or categories, use of observers, sample, choice of site, time etc, ethical issues. Possible effects can be considered on the results, reliability, validity, ethics etc. Suggesting the use of different methodology would not be acceptable.

3 marks for each improvement + possible effect.

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

1 mark – Either the candidate has identified an appropriate improvement but their answer is brief, general (as opposed to specific to their observation) or lacks clarity. There is no consideration of possible effects OR the candidate has given a very vague outline of an implied effect.

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

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

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

6 Outline one strength and one weakness of observational methods. (4)

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

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

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

2 marks for strength and 2 marks for weakness.

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

1 mark - the strength/weakness is appropriate but the answer is very brief or lacks clarity. This mark should also be awarded when the candidate has reported an appropriate strength/weakness in context of their own observation.

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

Activity C:**7 Describe the sampling method used to select the participants for this activity. (2)**

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

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

1 mark - the candidate has named or given a brief description of an appropriate sampling method but has not related this to their own activity.

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

8 Outline one strength and one weakness of this sampling method. (4)

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

2 marks for strength and 2 marks for weakness.

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

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

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

9 (a) Suggest an alternative sample that may have been used for your investigation. (2)

Candidates may suggest any alternative sample. Likely answers are different age group, different gender, different school, town or culture. Alternative sampling techniques or sample size can also be credited.

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

1 mark - the candidate has suggested an alternative sample / sampling method although the description is brief or lacks clarity.

2 marks - the candidate has suggested an alternative sample / sampling method and this has been clearly and concisely described.

(b) Explain how this might affect the results. (4)

Candidates may discuss one possible effect in detail or several possible effects in less detail. It will be appropriate to discuss specific changes to the results as well as discussing the results in more general terms, for example the generalisability. If no appropriate suggestion made in **a)** the candidate cannot be awarded any marks here.

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

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

2 marks – EITHER the candidate has identified more than one possible effect but there is no discussion OR they have identified one effect and there is very limited discussion.

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

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

Activity D:

10 State the null hypothesis for this investigation. (3)

The null hypothesis should state clearly that there will be no correlation (or relationship) between two clearly identified variables. Variables need not be fully operationalised but they should be clearly identified.

Note that saying 'there will be no positive (or negative) correlation' can be awarded a maximum of 2 marks.

0 marks - the candidate has not provided any creditworthy information. 0 marks should be awarded for alternate hypotheses or to null hypotheses that state 'no difference' or 'no effect' rather than 'no correlation' or 'no relationship'.

1 mark - the candidate has simply stated that 'there will be no correlation' or 'there will be no correlation between the variables' with no indication of what the variables are.

2 marks - Either: the candidate has stated a null hypothesis but only one of the variables has been clearly stated, Or: the candidate has stated a null hypothesis but there is some lack of clarity, Or: the candidate has stated that 'there will be no positive correlation' or that 'there will be no negative correlation'.

3 marks - the candidate has stated a null hypothesis clearly and concisely and both variables are clearly identified.

11 (a) Sketch a scattergraph displaying the results of your correlation. (3)

Candidates should sketch the scattergraph in their answer book. No credit can be awarded to scattergraphs in the Practical Work Folder. Points should be plotted and both axes should be labelled clearly with units and a description.

0 marks - the candidate has not drawn a scattergraph although they may have drawn a different graph or they have simply referred the examiner to the practical work folder.

1 mark - the candidate has drawn an appropriate scattergraph but there are no labels or units.

2 marks - the candidate has drawn an appropriate scattergraph but there are labels or units missing.

3 marks - the candidate has drawn an appropriate scattergraph and the axes are appropriately labelled.

11 (b) Outline one conclusion that can be drawn from this scattergraph. (2)

This should be a conclusion that can be drawn directly from looking at the scattergraph and should not refer to conclusions drawn from the statistical analysis.

Candidates may offer conclusions referring to the direction of the relationship or may comment on anomalous results.

If candidates have not drawn a scattergraph for Q11(a) they cannot be awarded any marks here.

0 marks - the candidate has not provided any conclusions, Or has provided conclusions that can not be drawn from the scattergraph, or simply makes reference to statistical analysis.

1 mark - the candidate has stated a conclusion but this lacks clarity. For example the candidate simply states that 'there is no relationship between the variables' without saying what the variables are.

2 marks - the candidate has stated a clear and well expressed conclusion.

12 Outline one strength and one weakness of correlational methods. (4)

Likely answers include: Strengths: allows the investigation of relationships between variables that could not be manipulated (therefore can study things that might be unethical if studied experimentally), can give precise information about the degree of relationship between variables and can often suggest useful avenues for further research where cause and effect relationships might be established.

Weaknesses: cause and effect relationships cannot be inferred. Measurement of variables is subject to any weaknesses associated with the data collecting technique used e.g. psychometric testing, questionnaires.

2 marks for strength and 2 marks for weakness.

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

1 mark - the candidate has identified an appropriate strength/weakness but this is brief and lacks clarity.

2 marks - the candidate has provided a clear outline of an appropriate strength/weakness.

**Mark Scheme 2544
January 2007**

SECTION A

- (a) 6 – AO1
 (b) 10 – A02

1 (a) **Outline one cause of disruptive behaviour in school.** [6]

(a) *Brief background to most likely responses*

This question is intended to enable candidates to provide a description of a cause of disruptive behaviour within a school environment. It is assumed that the cause will be described within a psychological framework

Most likely causes will be based on; frustration-aggression theory (Dollard et al 1939; Berkowitz, 1989); Behavioural (Deaux and Wrightsman, 1988); social learning – including home background (Bandura, (1963); effect of media (Charlton and OBey, 1997); behaviours within the attention deficit disorder spectrum (Rosehan and Seligman, 1989 and Lefrancois, 1994); Dietary factors (Wender and Lipton, 1980); resolution of psychodynamic issues (Anna Freud, 1964)

Weaker responses will be brief, lack detail and show little understanding of how the cause of disruptive behaviour can be linked to psychological principles. Stronger responses will clearly identify a cause and relate this to appropriate psychology.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to identify a cause of disruptive 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 cause of disruptive 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 the cause of disruptive behaviour from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

1 (b) **Discuss difficulties in studying causes and effects of disruptive behaviour in schools.** [10]

(b) *Brief background to most likely responses*

This question allows candidates the opportunity to discuss issues such as the complex nature of cause and effect and the difficulty in identifying one factor that causes bad behaviour in what is obviously a complex situation. Stronger responses will elaborate the nature of the difficulty and relate this to psychological evidence. Candidates may also choose to discuss the issue related to the validity of measure/identifying educational and behavioural problems. Reductionist deterministic issues may also be raised. Stronger candidates may identify areas of validity such as construct and content validity. Weaker candidates may respond to the assessment request by only discussing a cause or an effect and fail to link these to psychological evidence.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the difficulties in identifying cause and effect of disruptive 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 relevant issues are raised and applied in an appropriate way to the issue of discuss the difficulties in identifying cause and effect of disruptive 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 consider the difficulties in identifying cause and effect of disruptive behaviour. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

2 (a) Outline one strategy for educating children with special educational needs. [6]

(a) Brief background to most likely responses

This question provides candidates with a wide ranging opportunity to describe a strategy to educate children with special educational needs, this may be behavioural, cognitive, humanistic, environmental or even based on policy decisions.

Weaker responses will be brief, lack detail and show little understanding of special educational needs and strategies to deal with these. Stronger responses will clearly identify a suitable strategy (one that is linked to the special educational need) and relate this to appropriate psychology.

Most likely responses will focus on; mild learning difficulties, one to one support (Bloom, 1984), parental support (Topping, 1992), other schemes such as 'mastery learning' or 'Reading Recovery', differentiation techniques (Bruner, 1961); Moderate learning difficulties, specialist curriculum support, provision of special schools, segregation (Marra, 1982 and Lewis, 1987); Severe learning difficulties, pedagogies of autism (Powell, 2000), reading strategies for dyslexia and accelerated or enrichment programmes for gifted children.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by special educational needs. 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 strategy for educating children with special educational needs 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 strategy for educating children with special educational needs from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) Assess one strategy for educating children with special educational needs. [10]

(b) Brief background to most likely responses

It is expected that most answers will focus on individual differences and issues related to reductionism. The strength and weakness do not have to be connected. Candidates may discuss; the advantages of certain strategies as being suitable teaching techniques for a wide range of pupils; the logistical problems of grouping and 1 to 1 solutions; issues of self esteem and 'learned helplessness' may also be applied; the problems of addressing social issues and labeling could also be discussed. Weaker candidates may identify issues but will fail to make clear psychological links, whereas stronger candidates can provide an effective psychological rationale for the strategies suggested.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to discuss the strength and weaknesses of one strategy for educating children with special educational needs. 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 discuss the strength and weaknesses of one strategy for educating children with special educational needs. 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 strength and weaknesses of one strategy for educating children with special educational needs. 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**Part (a) AO1****3 (a) Describe the application of psychological perspectives to learning. [10]**

The question provides candidates with the opportunity to describe a wide range of research related to psychological perspectives of learning, it is expected that candidates will select research from the following areas; behavioural, cognitive and humanistic perspectives.

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

Candidates are most likely to describe the; behaviourist perspectives from the work of Watson, Pavlov, Skinner and Thorndike; cognitive perspectives from the work of Piaget, Bruner, Vygotsky and Ausubel and humanistic perspectives from the work of Rogers, Maslow and Kelly

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 10 marks for question part (a).

Part (b) AO2**3 (b) Evaluate the application of psychological perspectives to learning. [16]**

Candidates are required to evaluate research that is related to the psychological perspectives and not just to describe more findings. Strong responses will provide a wide range of evaluative issues that represent each perspective and effectively analyse this material. The ability to compare and contrast studies is regarded as central to this task. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail and not cover the range of perspectives.

The likely evaluative issues may be:

- Usefulness of the research – how findings can be applied to classroom situations.
- Validity of the methodology used in the research – Piaget's 'two questions'.
- Deterministic nature of the findings – labelling resulting from 'learning styles'
- Reductionism – simplistic view of learning from the behaviourist perspective
- Ethical issues related to experimental technique.

Candidates may also raise the issue of whether learning or social skills are being addressed, for example in humanistic perspectives.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited

Range of Issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.

3-4 marks The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

0 marks No material worthy of credit.

1-2 marks Some evidence is identified and an attempt is made to show its relevance to the issues.

3-4 marks Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

0 marks No material worthy of credit.

1-2 marks An attempt is made to provide some analysis.

3-4 marks The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

0 marks No material worthy of credit.

1-2 marks The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.

3-4 marks The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

Total 16 marks for question part (b).

Part (c)

- 3 (c) A class of young children are learning their multiplication tables. Using your knowledge of psychology suggest how to increase their chances of success. Give reasons for your answer. [8]**

The point of this question is to allow candidates the opportunity to apply behavioural techniques to change the behaviour of pupils. The most likely suggestions will centre around classical or operant conditioning, the former being presented in relation to learned emotional responses and the latter the extinction and reinforcement of certain behaviours as part of 'programmed learning'.

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 8 marks for question part (c).

SECTION B

Part (a) AO1

4 (a) Describe what psychologists have learned about motivation and educational performance. [10]

This question is straight forward and follows the exam specification rubric. Candidates are expected to describe the various theories of motivation, methods to improve motivation and outline some of the issues surrounding this area.

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

The most likely responses may be:

- Definition, types and theories; physiological theories, such as arousal (Yerkes-Dodson); cognitive, such as visualizations and motivational traits (Kagan and Lang, 1978); humanistic, such as Maslow's Hierarchy of Needs; drive theories (Freud); self efficacy (Bandura)
- Improving motivation; by applying one of the approaches outlined above; target setting techniques; specific programme goals.
- Motivation issues; attribution theory (Weiner, 1984) and learned helplessness (Seligman, 1967)

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 10 marks for question part (a).

Part (b) AO2

- 4 (b) Evaluate what psychologists have learned about motivation and educational performance. [16]**

Candidates are required to evaluate research that is related to motivation and not just to describe more findings. Strong responses will provide a wide range of evaluative issues that represent a range of motivation issues and effectively analyse this material. The ability to compare and contrast studies is regarded as central to this task. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail and not cover a range of motivational issues.

Likely issues raised may be:

- Nature nurture debates
- Usefulness of theoretical approaches in the classroom
- Methodological issues

- Reliability and validity of the techniques used
- Individual differences
- Reductionist arguments to explain human behaviour

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of Issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
- 3-4 marks The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks Some evidence is identified and an attempt is made to show its relevance to the issues.
- 3-4 marks Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks An attempt is made to provide some analysis.
- 3-4 marks The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
- 3-4 marks The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

Total 16 marks for question part (b).

Part (c)

- 4 (c) **A primary school teacher has noticed that some of the children are showing signs of learned helplessness. Using your psychological knowledge suggest one strategy to prevent the children giving up too easily. Give reasons for your answer. [8]**

It is expected that the candidate will attempt to provide a suggestion for the cause of learned helplessness and from this suggest a strategy that may be successful. Strong candidates will present this information along with clear psychological evidence, weaker candidates may not make the link and will provide mainly anecdotal responses. Most likely suggestions will focus on improving self esteem or 'correcting' attributions. Links may also be made to reducing arousal or improving the teaching and learning experience.

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 8 marks for question part (c).

Total question mark 34 (A01=14; A02=20)

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

**Mark Scheme 2545
January 2007**

SECTION A

1 (a) Outline one model of health belief. [6]

Most likely answers will outline the health belief model, Becker and Rosenstock however other models are equally creditworthy, examples include; The theory of reasoned action/planned behaviour (Ajzen). Better answers will identify the components of the model and use a psychological perspective to explain how the model is applied. Answers which simply identify a model without elaborating will receive a maximum of 2 marks.

Marks Mark Descriptor

0 mark No answer or incorrect answer.

1–2 marks The answer attempts to describe one model of health belief. The answer is largely anecdotal and there is little use of psychological or terms or concepts. The answer has errors and omissions, is brief and lacks understanding.

3–4 marks The answer considers one model of health belief 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 model of health belief from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

1 (b) Discuss the usefulness of a model of health belief. [10]

This question requires candidates to consider the application of the model to real life situations. Better answers will use examples to illustrate how the model can be applied to bring about positive contributions to human welfare. It is likely that weaker answers will focus largely on how the chosen model can be applied in real situations but without really exploring how the model itself is of use in promoting human welfare, for example by being applied to health promotion. The very strongest answers will combine examples of how the model can be applied to real situations, maybe in a predictive sense, with the implications for the application of the model to making a positive contribution to human welfare. Links with health promotion or adherence would be relevant here.

Marks Mark Descriptor

0 mark	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the usefulness of the model outlined in part (a). 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 usefulness of the model outlined in part (a). There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points relating the usefulness of the model outlined in part (a). There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

- 2 (a) Describe one study on the use or misuse of the health service. [6]

Most likely answers will choose a study on either over or under use of the health service, for example delay in seeking treatment or reluctance to take up opportunities for health screens eg Safer et al or Fraser et al. Studies which relate to use of the health service which are derived from other sections of the syllabus, e.g. adherence, maybe equally creditworthy provided that they are made relevant to the question. Better answers will identify a study, what was done, what was found and relate the findings to the question. Answers which simply outline a use or misuse of the health service, hypochondriasis or Munchausen Syndrome for example without a study will receive a maximum of 2 marks.

Marks Mark Descriptor

0 mark No answer or incorrect answer

1-2 marks The answer attempts to describe one study of how the health service is used or misused. The answer is largely anecdotal and there is little use or 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 how the health service is used or misused, 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 how the health service is used or misused, from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- 2 (b) **Assess factors which may influence patient use and misuse of the health service.** [6]

There are many possible approaches to this question. Candidates may chose to focus on characteristics of the patient for example personality, age, race, gender etc. They may focus on characteristics of the health issue for example severity, pain, embarrassment etc. or they may focus on aspects of the health service itself e.g. the Dr style, waiting lists, accessibility of the service, cost etc. Regardless of the focus adopted, stronger answers will clearly illustrate how the factors identified influence the extent to which patients use/misuse the health service, they may also explore the consequences of these. Weaker answers will tend to make superficial comments relating to the factors they identify.

Marks Mark Descriptor

0 mark	No answer or incorrect answer
1-4 marks	The answer attempts to discuss factors which may influence patient use and misuse of the health service. 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 discuss factors which may influence patient use and misuse of the health service. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points relating to factors which may influence patient use and misuse of the health service. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

SECTION B

- 3 (a) Describe what psychologists have discovered about promoting good health. [10]**

A wide range of material is available to candidates in answer to this question. Empirical studies such as; Janis and Feshbach, Parry et al, Davis, Witte, Bachman, Kiesger, Gomel, Farquhar, McClendon and Prentice, Murray and McMillan etc are creditworthy as are descriptions of the principles underlying health promotion such as fear arousal, self-efficacy etc. The very best answers will use empirical evidence to illustrate the Psychological principles. Explanation of the application of the Yale model of communication would also be appropriate here.

Section B**Concepts, terminology and quality of English [AO1]**

- 0 mark Incorrect or inappropriate material is presented.
- 1 mark There is limited use of psychological terms and concepts. Spelling and sentence construction are poor; 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 mark 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 mark 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 discovered about promoting good health. [16]

There are many evaluative issues which can be applied to answering this question. Answers may use issues such as validity, ethics etc to evaluate the empirical research outlined in part (a) but stronger answers will address the specific question and consider the extent to which psychologists have discovered effective methods of promoting good health. The issue of Usefulness would be highly appropriate here. Equally, consideration of individual differences and how these impinge on health promotion would be appropriate.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

0 marks No material worth 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.

Analysis 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 which demonstrate originality and insight into the evidence.

- 3 (c) **Alcohol abuse amongst teenagers is said to be on the increase. Using your knowledge of psychology suggest how you would advise a health promotion team to tackle this problem. Give reasons for your answer. [8]**

Application (AO2)

Most candidates will be able to identify a technique to tackle alcohol abuse. Only stronger candidates will base this on clear psychological rationale and provide an explanation for the success of their suggestion.

- 0 mark 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 is 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, expansion of complex points, and the answer is coherent and well structured.

4 (a) Describe what psychologists have discovered about substance use and abuse. [10]

Candidates can select from a wide range of material for this question. Theories of substance abuse are appropriate but a balance between theories and empirical evidence is required for the highest marks. Material relating to preventing and quitting substance abuse is also relevant here. Likely examples of empirical evidence include: Moolchan et al, Robinson et al, Lando, Dijkstra and De Vries, Townsend... Theoretical examples include: Orford, Griffiths, Prochaska.

Concepts, terminology and quality of English (AO1)

0 mark Incorrect or inappropriate material is presented.

1 mark There is limited use of psychological terms and concepts. Spelling and sentence construction are poor; 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 mark 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 mark 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 discovered about substance use and abuse.**
[16]

Evaluation points will depend to some extent on the material selected in part (a) and may include a consideration of how the work of psychologists has improved our understanding of why people abuse substances. Consideration of the extent to which empirical research is valid, reliable, ethical, useful etc would be relevant as would comments relating to individual differences.

Range of issues (AO2)

- 0 mark No material worth 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 mark 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 mark 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.

Analysis structure (AO2)

- 0 mark 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 which demonstrate originality and insight into the evidence.

- 4 (c) **Many people resolve to give up smoking each New Year. With middle-aged women specifically in mind suggest one psychological technique which would be helpful to them in their attempts to stop smoking. Give reasons for your answer.** [8]

Most candidates will be able to identify a technique to help stop smoking. Better candidates will also support their suggestion with psychological rationale and evidence. They will also tailor their suggestion to the specific age and gender group. A token economy could focus on reducing the signs of aging (as a motive, with or without fear/or raising self efficacy)... or the health belief model could be applied to illustrate issues of severity and susceptibility of the age group or to introduce cues to action (e.g. examples of similar aged women who have suffered negative effects of smoking)

Social support would also be a very appropriate strategy here....

Application (AO2)

- 0 mark 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 is clearly explained.

Application interpretation: reasons (AO1/AO2)

- 0 mark 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, expansion of complex points, and the answer is coherent and well structured.

**Mark Scheme 2546
January 2007**

SECTION A

- 1 (a) Describe one study of group conflict. [AO1]

Most likely answers will describe studies of group conflict from Social Psychology such as Sherif's Robber's Cave experiment or Tajfel's study of ingroup-outgroup discrimination in schoolboys.

Marks Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe what is meant by group conflict. 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 group conflict 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 a study of group conflict from a psychological perspective. The answer is detailed, well organized and the candidate clearly understands what they have written.

Total Marks: [6]

- 1 (b) Discuss difficulties of managing group conflict. [AO2]

Answers may include difficulties of breaking down barriers between existing, cohesive groups, difficulties of finding superordinate goals unless there is a threat of redundancy etc, difficulties of matching the style of conflict management to the situation. The best answers will remain focused on difficulties. Weaker answers will drift into other issues. With no explicit reference to difficulties the maximum mark should be 4.

Marks Descriptor

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to discuss the difficulties of managing group conflict. 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 managing group conflict. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.

8-10 marks The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulties of managing group conflict. 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 type of communication channel used in organisations. [AO1]

Most likely answers will focus on either verbal or non-verbal channels of communication. Weaker responses may include research on communication networks and can only be credited in the context of a communication channel.

Marks Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe what is meant by a communication channel. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.

3-4 marks The answer considers a type of communication channel 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 a type of communication channel from a psychological perspective. The answer is detailed, well organized and the candidate clearly understands what they have written.

Total Marks: [6]

2 (b) Discuss differences between communication channels used in organisations.

Most likely answers will include: worker satisfaction and the implications for absenteeism and productivity between verbal and non verbal channels (Muchinsky 1977), delays in transmission of messages, feedback difficulties and misunderstanding or misinterpretation that can occur as well as issues of convenience and flexibility. The best answers will remain focused on different channels and their differences. Weaker answers will drift into issues and/or networks.

Marks Descriptor

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to discuss the differences between communication channels in organisations. 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 differences in communication channels. 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 differences between communication channels in organisations. There is a confident use of psychological terms and concepts. The answer has an impressive range of points, each of which is clearly explained, and elaboration is coherent and thorough.

Total Marks: [10]

SECTION B

- 3 (a) Describe what psychologists have learned about the selection of people for work.**

Candidates may describe various kinds of psychometric tests and interviews for the selection of people for work with their pitfalls and the decisions made. Ability tests and personality tests are appropriate with their limitations and benefits. Traditional and situational interviews may be compared and the outcome of selection procedures may be explained in terms of reliability and validity or the cut off criteria used.

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 is 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 is 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 what psychologists have learned about the selection of people for work.**

The evaluation points are likely to include ecological validity, reliability, validity and generalisability to a range of workplace settings, but any relevant evaluative point can receive credit.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

0 marks No material worthy of credit.

1-2 marks The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.

3-4 marks The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for issues (AO2)

0 marks No material worthy of credit.

1-2 marks Some evidence is identified and an attempt is made to show its relevance to the issues.

3-4 marks Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

0 marks No material worthy of credit.

1-2 marks An attempt is made to provide some analysis.

3-4 marks The answer contains some analysis, most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

0 marks No material worthy of credit.

1-2 marks The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.

3-4 marks The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence. Total marks for question:

Total Marks: [16]

- 3 (c) You are the Human Resources Manager of a large multinational company recruiting new graduates for the Sales and Marketing Department. Using your knowledge of psychology, suggest ways to carry out the selection process? Give reasons for your answer.

Better suggestions will focus on selection techniques which assess characteristics in the candidate which are relevant to this particular job e.g. high in cognitive ability, creativity and extrovert personality.

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 suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1)

- 0 marks The answer shows very little or no understanding.
- 1-2 marks The answer attempts to provide a rationale for the suggested application/interventions. The reasons given have some relevance to the issue under discussion.
- 3-4 marks The answer gives a clear psychological rationale for the suggested applications. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

Total Marks: [8]

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

- 4 (a) Describe what psychologists have learned about the quality of working life.

Candidates can select from a wide variety of material for this question. They may include causes and effects of work stress. They are likely to describe ways of measuring job satisfaction such as Smith et al's JDI and the critical incident technique and also suggest ways to increase the quality of working life such as job redesign.

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 is 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 is 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 the quality of working life.

The evaluation points are likely to depend on the materials selected in part (a) and may include the validity and reliability of measures, individual differences in job satisfaction/stress, reductionism and lack of ecological validity in measurement.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
- 3-4 marks The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks Some evidence is identified and an attempt is made to show its relevance to the issues.
- 3-4 marks Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks An attempt is made to provide some analysis.
- 3-4 marks The answer contains some analysis, most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
- 3-4 marks The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence. Total marks for question:

Total Marks: [16]

- 4 (c) **A UK based hotel chain has high staff turnover. Using your knowledge of psychology, suggest one way the management can improve the staff job satisfaction. Give reasons for your answer.**

Candidates may suggest job redesign to make the workers tasks more varied and less repetitive such as job rotation or enlargement but any appropriate suggestion is acceptable.

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 is based on anecdotal or peripherally relevant psychological evidence.
- 3-4 marks A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1)

- 0 marks The answer shows very little or no understanding.
- 1-2 marks The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to the issue under discussion.
- 3-4 marks The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

Total Marks: [8]

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

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

**Mark Scheme 2547
January 2007**

SECTION A:**1 (a) Outline effects of a natural disaster on individuals. [6]**

Candidates may consider a specific study which considers the psychological effect of a natural disaster, for example, Fukuda et al (2000) Hanshin-Awaji earthquake in Japan; Lutgendorf et al (1995) Hurricane Andrew. Or may focus on effects of natural disasters generally e.g. post-traumatic stress disorder. Tyhurst dynamic model of human response to disasters.

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

Total marks [6]

(b) Discuss problems psychologists may face when conducting research into natural disasters. [10]

Answers may consider ethics, cultural differences, individual differences, lack of control group, generalisability etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to address the question. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to natural disasters. 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. Problems are clearly explained. 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 which investigates the positive use of sound. [6]

Studies looking at effects of music on consumer activity (e.g. Millman 1982), effects of music on waiting time (e.g. North et al 1999) or performance (e.g. North – effect of music in the workplace); effect of music on emotion (North et al 2000); reduction of stress in surgery (Allen 2001); increased milk yield of cows – (North & MacKenzie 2001); Mozart effect – (Jenkins of London University). The study must be on positive uses of sound – not negative effects of noise.

Marks **Mark Descriptor**

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe a study which looks at the positive effects of sound. 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 positive effects of sound 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 positive effects of sound from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total marks [6]

(b) Assess the usefulness of research into the positive uses of sound. [10]

Candidates may consider issues such as individual differences in musical taste; generalisability – to different situations or use of animals; conflicting results in Mozart effect; low EV in lab studies; implications for policy in e.g. hospitals, schools, queuing on telephone etc.

Marks **Mark Descriptor**

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to assess the usefulness of research into positive uses of sound. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.

5-7 marks The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.

8-10 marks The answer is appropriate to the assessment request. The answer has a good range of points assessing the usefulness of research into the positive uses of sound. 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 what psychologists have found out about density and crowding. [10]

Candidates may differentiate between density and crowding (density – objective measure, referring to the number of people in a given space; crowding – subjective measure, referring to the psychological experience of density which will vary according to individual and social factors).

Animal studies – Dubos (1965) lemmings; Channing (2001) hens; Crowcroft et al (1958) house mice; Christian (1960) Sika deer, Calhoun (1962) rats Human studies looking at effects on health, performance and social behaviour. For example, effects on **health** – Lundberg (1976) – stress from crowding on commuter train, Evan (1979) increased blood pressure; effects on **performance** – Karlin (1979) crowding and effects on student grades, Saegert et al (1975) crowding and performance on drawing cognitive maps, Bruins and Barber (2000) physical and mental tasks in crowded supermarket; effects on **social behaviour** – Baum and Valins (1977) high density in the dorm, Bickman (1973) prosocial behaviour; Machleit et al (2000) crowded shops; Evans et al (2000) residential home crowding.

Weaker answers may describe some partially relevant research or anecdotal evidence with no clear understanding of the research or its relevance to the topic area.

Concepts and Terminology (AO1)

- | | |
|---------|--|
| 0 marks | Incorrect or inappropriate material is presented. |
| 1 mark | There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent. |
| 2 marks | Appropriate terms and concepts are presented, but there is a lack of clarity. Spelling and punctuation are reasonable but there are a number of errors. |
| 3 marks | Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate. |

Evidence (AO1)

- | | |
|---------|--|
| 0 marks | No evidence is presented. |
| 1 mark | Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal. |
| 2 marks | Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail. |
| 3 marks | Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed. |
| 4 marks | Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail. |

Understanding (AO1)

- 0 marks The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
- 1 mark The answer demonstrates some understanding but this is sparse.
- 2 marks The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, 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) – AO2**(b) Evaluate what psychologists have found out about density and crowding. [16]**

Note: Any evaluative point can receive credit

- e.g. Measurement
 How psychologists gain their evidence
 Individual differences
 Cultural differences
 Use of animals
 Ecological validity
 Ethics

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues(AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
- 3-4 marks The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks Some evidence is identified and an attempt is made to show its relevance to the issues.
- 3-4 marks Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks An attempt is made to provide some analysis.
- 3-4 marks The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

- 0 marks No material worthy of credit.
- 1-2 marks The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
- 3-4 marks The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

Total marks for question part (b): [16]

Part (c) – AO1/AO2

- (c) **A department store manager wants to attract more customers to the January Sales but realises many people do not like crowds. Using your knowledge of psychology, suggest how the manager could lessen the impact of crowding for customers. Give reasons for your answer. [8]**

Markscheme guidelines apply in that any reasonable suggestion is acceptable. For example, visual escapes – windows, posters; prior warning – Stokols (1973) and Langer and Saegert (1977); cognitive control Sherrod (1977); sociopetal/sociofugal seating arrangements (Wenner 1977); Altman and Vinsel (1977) standing vs seated; use rectangular rooms rather than square (Desor 1972).

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] (AO1=14; AO2=20)

- 4 (a) Describe what psychologists have found out about personal space and territory. [10]

Any psychological evidence on personal space and territory may be used. Candidates may consider the difference between personal space and territory and differentiate between primary, secondary and public territory. The effects of invasion of personal space, for example, Hall (1966) types of personal space; Middlemist et al (1976) invasion at urinal; Felipe and Sommer (1966) – psychiatric hospital; Barefoot et al (1972), Smith and Knowles (1979), Byrne et al (1971), Fisher and Byrne (1975) gender differences in the library; Little (1968) cultural differences using dolls. Theories of personal space may also be considered, e.g. arousal, behavioural constraint and overload theory. Studies on territory, for example, Sommer (1966) – barriers in library, home court advantage – Schwartz and Barsky (1977), Ruback and Snown – invasion of space at water fountain; Smith (1983) cultural differences, Peluso (2000) protection of ‘self’ in Brazil.

Weaker answers may describe some partially relevant research or anecdotal evidence with no clear understanding of the research or its relevance to the topic area.

Concepts and Terminology (AO1)

- 0 marks Incorrect or inappropriate material is presented.
- 1 mark There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
- 2 marks Appropriate terms and concepts are presented, but there is a lack of clarity. Spelling and punctuation are reasonable but there are a number of errors.
- 3 marks Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

Evidence (AO1)

- 0 marks No evidence is presented.
- 1 mark Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
- 2 marks Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
- 3 marks Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
- 4 marks Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

Understanding (AO1)

- 0 marks The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
- 1 mark The answer demonstrates some understanding but this is sparse.
- 2 marks The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, 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) - AO2**(b) Evaluate what psychologists have found out about personal space and territory.**

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

Implications
 Cultural differences
 Individual differences
 Laboratory vs real life studies
 Ethics
 Measurement

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further. |
| 3-4 marks | The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated. |

Evidence for Issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | Some evidence is identified and an attempt is made to show its relevance to the issues. |
| 3-4 marks | Evidence is appropriately selected to illustrate the issues and commented on effectively. |

Analysis (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | An attempt is made to provide some analysis. |
| 3-4 marks | The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective. |

Argument Structure (AO2)

- | | |
|-----------|--|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses. |
| 3-4 marks | The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence. |

Total marks for question part (b): [16]

Part (c) – AO1/AO2

- (c) **There have been a number of burglaries in your area. Using your knowledge of psychology, suggest how your neighbours could defend their property before they leave for a long holiday. Give reasons for your answer.**

[8]

Markscheme guidelines apply in that any reasonable suggestion is acceptable. For example, Brown 1979 – barriers, signs of occupancy, e.g. sprinklers; Newman 1972 – defensible space; Knapp (1978) prevention defences – markers to show territorial claim; McDonald and Gifford 1989 – signs of affluence – hanging baskets, wall plaques; Edney (1972) ‘No trespassing’ signs

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] (AO1=14; AO2=20)****TOTAL MODULE MARK = [50] (AO1=20; AO2=30)**

**Mark Scheme 2548
January 2007**

Section A

1 (a) Outline one way to improve motivation in a sporting context. [6]

There are many ways to improve motivation to which candidates may refer. These could include intrinsic/attributions, extrinsic/goal-setting, cognitive/self-talk. The use of the word 'improve' could also imply a longer developmental timescale, and so developing motivation in children and youth sport may equally legitimately be looked at. Finally, candidates may refer to use of scales and measures to improve motivation, such as Gill's Sports Orientation Questionnaire (SOQ) or Smith, Smoll and Hunt's Coaching Behaviour Assessment System (CBAS). Better answers will apply psychological concepts of motivation to improve it, whereas weaker answers may merely report.

Mark	Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to outline one way to improve motivation. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer outlines one way to improve motivation in a sporting context using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear outline of one way to improve motivation in a sporting context from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

1 (b) Assess the effectiveness of improving motivation in sport. [10]

Candidates may wish to consider the relative merits/demerits of intrinsic and extrinsic motivation or of cognitive or learning theory approaches. They may prefer to look at programmes and measures and comment on their methodological limitations, as a comment on effectiveness. They may wish to refer to the subjective nature of coaches using attributions to talk to their athletes. Comparisons are an effective way of assessing effectiveness.

Mark	Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to assess the effectiveness of improving motivation. 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 assessing the effectiveness of improving motivation in sport. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that assess the effectiveness of improving motivation in sport. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total marks [16]

2 (a) Outline one theory of aggression in sport. [6]

Theories can be taken from traditional psychology but better answers must be explicitly related to the sporting context. Instinct, physiological, Freudian and social/behavioural theories are all equally acceptable, as are cognitive or arousal theories. References to ethology, catharsis, frustration-aggression and social learning are common. Weaker answers will struggle or even fail to contextualise the answer appropriately or convincingly.

Mark	Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to outline one theory of aggression in sport. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers one theory of aggression in sport using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of one theory of aggression in sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) Discuss the usefulness of theories of aggression in sport. [10]

Theories of aggression are useful in the ways and extent they can be applied to sport. Usefulness is therefore most likely to be considered in terms of validity, applicability or ethnocentrism, for example. Comparisons may be a particularly useful way to present a discussion about their usefulness.

Mark	Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of theories of aggression. 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 discussing the usefulness of theories of aggression in sport. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that discuss the usefulness of theories of aggression to sport. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total marks: [16]

Section B

3 (a) Describe research into personality and sport.

[10]

Candidates may look to traditional psychology for attempts to define personality as can be found in such texts as Gross, to the variety of what different researchers understand by the term 'personality', different attempts to measure personality such as Kelly, Cattell or Eysenck, the theoretical approaches to personality or its effect on sport performance, comparing the athlete to the non-athlete or whether different personalities are best suited to different sports (e.g. Schurr et al, 1977 or Kroll and Crenshaw 1970), or even positions within a sports team, for example.

Concepts and Terminology (AO1)

Concepts and Terminology (AO1)	
0 marks	Incorrect or inappropriate material is presented.
1 marks	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 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 marks	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 research into personality and sport.**[16]**

Likely responses may include contrasting the validity of different ways in which personality has been defined and considering reliability of measures used in assessing personality. Other equally acceptable responses may include comparing the ethnocentric nature of research available, or its usefulness to sport. Ethical considerations are also possible, such as the effect on performance of conducting research.

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	
0 marks	No evidence is presented.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.
Analysis (AO2)	
0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.
Argument Structure (AO2)	
0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

3 (c) Using your knowledge of psychology, suggest how you could help a sports coach to use personality research to improve sports performance. Give reasons for your answer.

[8]

Suitable answers will include the use of personality measures (e.g. to ascertain personality type), the use of behavioural techniques, or responding to different personality types. Advice may be given about different personality types, suitability of different personalities to different sports, positions within a sport or personality research related to differing levels of sports performance.

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: [34]

4 (a) Describe research into arousal and anxiety in sport. [10]

Candidates may look at theories of arousal, most likely 'drive theory' and 'inverted 'u' theory', types of anxiety which usually incorporate trait and state (cognitive and somatic) anxiety, as well as measures of anxiety such as CSAI-2. The answer could also include ways to reduce anxiety such as somatic or cognitive techniques, and ways to optimise arousal such as cognitive re-labelling. It is important that research is explicitly linked to the sporting context.

Concepts and Terminology (AO1)	
0 marks	Incorrect or inappropriate material is presented.
1 marks	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 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 marks	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 research into arousal and anxiety in sport.**[16]**

Much research in psychology suffers from problems with its application to the sporting context (usefulness), and arousal/anxiety research is no exception. As with all measurement of psychological phenomena, reliability and validity are inevitably issues to be considered. Methodological issues, such as experimenter effects or limited samples, also are key factors which may be compared. Ethical issues, particularly when dealing with sportspeople suffering anxiety, may also be considered.

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 evidence is presented.
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 contrast; these are accurate, detailed and effective.
Argument Structure (AO2)	
0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

4 (c) Using your knowledge of psychology, what advice would you give to a school athlete who wanted to reduce their anxiety levels before competing in a district final? Give reasons for your answer? [8]

Suggestions may well be borne out of somatic techniques, such as biofeedback or relaxation techniques. Alternatively, cognitive responses may be suggested, for example self-talk or re-labelling. Stronger candidates may well tailor their answers to details within the question - a school athlete is likely to be younger/less experienced, or a district final is less traumatic than a national final. However, the fact that it is a final, not simply an event, allows the candidate to address issues of higher-than-usual anxiety.

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(s) is made but it is based on anecdotal or peripherally relevant psychological evidence.
3-4 marks	A suggestion(s) is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion(s) 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: 34 marks]

[Total paper marks: 50]

**Mark Scheme 2549
January 2007**

Section A**1 (a) Describe one individual or one cultural difference in criminal behaviour. [6]**

Descriptions using gender, ethnicity, abnormality, personality, class or intelligence can all be accepted as individual difference. Farrington, Bowlby and even Sheldon have been seen. These may receive some credit as appropriate. Cultural and gender differences could be described by reference to national statistics or to actual psychological research.

Higher level responses will be detailed and clearly illustrated by statistics or research. Weaker answers will be vague with ideas outlined but not explored in depth. If candidates describe several individual differences, credit the best one.

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

- 1 (b) **Discuss problems psychologists face when investigating individual and/or cultural differences in criminal behaviour** [10]

Candidates can discuss any methodological problems such as reliability or validity or statistics, the sample used or the actual methodology. Higher level responses might describe Reductionist approaches, cultural bias, and difficulty of measuring any effect, difficulty of separating nature and nurture and any sensible psychologically based problem. The answer should be applied to any individual or cultural differences in criminal behaviour.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss problems psychologists face when they investigate individual and cultural differences in 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 problems are raised and applied in an appropriate way to the issue of discussing individual and cultural differences 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 consider the issue of discussing the problems of investigating individual and cultural differences 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.

2 (a) **Outline one psychological theory of morality and crime.** [6]

Candidates could include the work of Kohlberg, Piaget, Yochelson and Samenow, Cornish and Clark, Bowlby (lack of empathy, poor upbringing leading to a lack of a moral conscience and Bandura and any other relevant psychologist. Higher level responses will show a clear, detailed understanding of the theory.

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

(b) **Discuss methods that psychologists have used to investigate morality.** [10]

Methods used could include story telling, moral dilemmas, interviews, using hypothetical scenarios experiments. Problems could validity, reliability, ecological validity, socially desirable answers etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate methods used to investigate morality. 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 methodological issues are raised and applied in an appropriate way to the issue of the methods used to investigate morality. 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 methods used to investigate morality. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total 10 marks

Section B

Part (a) – AO1

3 (a) Describe research on the psychology of the courtroom. [10]

This could include research drawn from the selection of jurors and juror bias, the size of the jury (Saks 1977), characteristics of the defendant (Castellow et al. 1990), attribution theory, effectiveness of story versus witness order (Pennington and Hastie 1988), leadership, group polarisation and majority/minority influence (Asch/Moscovici), persuasion strategies and children as witnesses. The best answers will be accurate, detailed relevant and the research will be related to explaining the psychology of the courtroom with explicit understanding. Weaker answers are likely to be list like, perfunctorily described with no attempt to relate the research to the question.

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 10 marks for question part (a)

Part (b) – AO2**3 (b) Evaluate research on the psychology of the courtroom. [16]**

A range of issues may be evaluated including ecological validity, reliability, methodology, usefulness of research. Broader issues such as reductionism, determinism and ethics could also appear.

“The best answers will have clearly defined issues linked to psychological evidence, (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited”.

Range of issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further. |
| 3-4 marks | The answer covers an appropriate range of issues; the issues are made relevant, explained and elaborated. |

Evidence for Issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | Some evidence is identified and an attempt is made to show its relevance to the issues. |
| 3-4 marks | Evidence is appropriately selected to illustrate the issues and commented on effectively. |

Analysis (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | An attempt is made to provide some analysis. |
| 3-4 marks | The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective. |

Argument Structure (AO2)

- | | |
|-----------|--|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses. |
| 3-4 marks | The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence. |

Total 16 marks for question part (b)

Part (c) – AO1/AO2

- 3 (c) One day you may be asked to serve on a jury. Psychological influences may affect a jury in coming to a fair decision. Suggest how one of these influences could be resisted. Give reasons for your suggestion. [8]

Suggestions could include awareness of, leadership characteristics, risky shift, minority/majority influence, stereotyping, attribution theory, attractiveness of the defendant, influences of expert witnesses, media influences and how the evidence has been presented, or any other reasonable suggestion. The suggestions should be any sensible strategies such as secret ballots, making the rest of the jury aware of the psychology to resist these influences. If no psychological rationale accompanies the reason then a maximum of 2+2 marks can be awarded. Equal credit will be given for depth or breadth where candidates offer more than one suggestion.

Application (AO1/AO2)

- 0 marks No suggestions made OR suggestions are made which are inappropriate to the assessment request.
- 1-2 marks An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.
- 3-4 marks A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1/AO2)

- 0 marks The answer shows very little or no understanding.
- 1-2 marks The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
- 3-4 marks The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

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

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

Section B

Part (a) – AO14

4 (a) Describe offender punishments and treatment programmes. [10]

Description of punishments could come from studies of prison, community service, tagging, curfew orders, fines etc. Description of treatment programmes could come from studies of token economies, Cognitive Behaviour Therapy generally or more specifically, social skills training, anger management or any other recognised treatment programme. Higher level answers will show detail and accuracy and will show explicit understanding by how the evidence is used. The answer should contain examples from both punishments and treatment programmes but there does not have to be an equal number of each. The answer should not gain full marks for 'evidence' if only punishments or treatments are covered. Answers which offer prevention strategies can gain credit where they are contextualised as part of treatment or punishment programs. Credit can be given for depth and breadth. Weakest answers are likely to rely on anecdotes which do not use evidence and show little 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, and some expansion of complex points. There is some coherence and a reasonable structure.
- 3 marks The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.

Total 10 marks for question part (a)

Part (b) – AO2**4 (b) Evaluate offender punishments and treatment programmes. [16]**

Evaluation is likely to focus on research showing recidivism rates following punishment and treatment programs such as prison, community service, tagging, curfew orders, fines etc. Treatment programmes could include token economies, Cognitive Behaviour Therapy generally or more specifically, social skills training, anger management or any other recognised treatment programme. Prevention strategies may gain credit where contextualised within punishment or treatment. Candidates could also consider practical problems with implementing them. A range of issues may be evaluated including ecological validity, reliability, methodology, usefulness of research. Both punishments and treatments should be considered although this does not need to be in equal measure.

“The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.”

Range of issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further. |
| 3-4 marks | The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated. |

Evidence for Issues (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | Some evidence is identified and an attempt is made to show its relevance to the issues. |
| 3-4 marks | Evidence is appropriately selected to illustrate the issues and commented on effectively. |

Analysis (AO2)

- | | |
|-----------|---|
| 0 marks | No material worthy of credit. |
| 1-2 marks | An attempt is made to provide some analysis. |
| 3-4 marks | The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective. |

Argument Structure (AO2)

- | | |
|-----------|--|
| 0 marks | No material worthy of credit. |
| 1-2 marks | The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses. |
| 3-4 marks | The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence. |

Total 16 marks for question part (b)

Part (c) – AO1/AO2

- 4 (c) A town is experiencing increasing amounts of street violence on Saturday nights. From your knowledge of psychology what strategies could you suggest to prevent this crime? Give reasons for your suggestion. [8]

Suggestions should relate to the crime. Suggestions could include environmental crime prevention. ASBOS, Zero tolerance, dispersal strategies, CCTV, high police presence, control of alcohol. Higher level candidates will make good suggestions clearly related to the problem and to the psychology behind it such as cost-reward analysis, loss of deindividuation, behaviourist applications, mob/crowd research etc. They may show that they understand the limitations of their suggestion. Weaker candidates will have little or no psychological content in their answer. Equal credit will be given for depth or breadth in candidates suggestions.

Application (AO1/AO2)

- 0 marks No suggestions made OR suggestions are made which are inappropriate to the assessment request.
- 1-2 marks An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.
- 3-4 marks A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1/AO2)

- 0 marks The answer shows very little or no understanding.
- 1-2 marks The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
- 3-4 marks The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

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

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

**Advanced GCE Psychology
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2540	Raw	60	44	38	32	27	22	0
	UMS	100	80	70	60	50	40	0
2541	Raw	50	36	32	28	24	20	0
	UMS	100	80	70	60	50	40	0
2542	Raw	50	40	36	32	28	24	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	38	33	28	24	20	0
	UMS	100	80	70	60	50	40	0
2546	Raw	50	38	33	28	24	20	0
	UMS	100	80	70	60	50	40	0
2547	Raw	50	37	32	28	24	20	0
	UMS	100	80	70	60	50	40	0
2548	Raw	50	39	34	29	25	21	0
	UMS	100	80	70	60	50	40	0
2549	Raw	50	36	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	9.1	25.9	54.4	80.0	94.5	100	482
7876	5.9	29.4	74.5	86.3	98.0	100	56

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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