

PSYCHOLOGY AND EDUCATION - UNIT 2544

Section A

Question 1

- (a) Describe ONE study of learning styles. [6]
- (b) Discuss the strengths and weaknesses of the methods that are used to measure learning styles. [10]

Question 2

- (a) Outline the humanistic approach to learning. [6]
- (b) Compare and contrast humanistic with other explanations of learning. [10]

SECTION B

Question 3

- (a) Consider a number of ways in which educational performance is assessed in schools. [10]
- (b) Evaluate the assessments of educational performance given in part (a). [16]
- (c) Giving reasons for your answer, suggest ONE way to assess children doing Key Stage 1 science. [8]

PSYCHOLOGY AND HEALTH - UNIT 2545

SECTION A

Question 1

- (a) Outline ONE way in which pain has been assessed. [6]
- (b) Compare and contrast two ways to measure pain. [10]

Question 2

- (a) Consider ONE explanation (or theory) of pain. [6]
- (b) Compare and contrast this explanation (or theory) of pain with one other. [10]

SECTION B

Question 3

- (a) Describe what psychologists have learned about health promotion. [10]
- (b) Discuss what psychologists have learned about health promotion. [16]
- (c) Using your knowledge of health promotion, suggest a programme that would encourage children to eat more fruit. [8]

PSYCHOLOGY AND ORGANISATIONS - UNIT 2546
SECTION A

Question 1

- (a) Examine ONE study of job analysis. [6]
- (b) Evaluate the use of questionnaires to investigate job analysis. [10]

Question 2

- (a) Outline ONE theory of leadership. [6]
- (b) Discuss whether you think some people are born to lead. [10]

SECTION B

Question 3

- (a) Describe psychological evidence demonstrating the adverse effects of organisational work conditions and schedules. [10]
- (b) Evaluate psychological evidence on the adverse effects of organisational work conditions and schedules. [16]
- (c) Suggest TWO ways in which you can minimise the adverse effects of working night shifts. [8]

PSYCHOLOGY AND ENVIRONMENT - UNIT 2547
SECTION A

Question 1

- (a) Outline ONE study of personal space. [6]
- (b) Discuss the ethics of studying personal space. [10]

Question 2

- (a) Briefly outline responses to disaster or catastrophe. [6]
- (b) Discuss the problems of obtaining evidence about people's responses to disaster or catastrophe. [10]

SECTION B

Question 3

- (a) Describe psychological evidence which demonstrates the effects of crowding on human behaviour. [10]
- (b) Evaluate psychological evidence which demonstrates the effects of high density (crowding) on human behaviour. [16]
- (c) Based on the evidence that you have presented above, suggest one way you could reduce the effects of crowding on a commuter train. [8]

PSYCHOLOGY AND SPORT - UNIT 2548
SECTION A

Question 1

- (a) Examine ONE theory which explains why sports people are aggressive. [6]
- (b) Compare and contrast the theory described in part (a) with an alternative explanation. [10]

Question 2

- (a) Describe ONE way in which attention has been a study in sport. [6]
- (b) Discuss the problems of collecting evidence on attention in sport. [10]

SECTION B

Question 3

- (a) Describe what psychologists have learned about arousal and sport performance. [10]
- (b) Evaluate what psychologists have learned about arousal and sport performance. [16]
- (c) Using your psychological knowledge, suggest an anxiety management technique that could be used by an athlete to improve performance. [8]

PSYCHOLOGY AND CRIME - UNIT 2549
SECTION A

Question 1

- (a) Describe ONE study of cognitive processes and testimony. [6]
- (b) Compare and contrast TWO methods that are used to collect evidence about cognitive processes and testimony. [10]

Question 2

- (a) Describe ONE study which considers the evidence given by children. [6]
- (b) Discuss the use of children in psychological studies of crime. [10]

SECTION B

Question 3

- (a) Consider psychological studies offender profiling. [10]
- (b) Evaluate psychological studies of offender profiling. [16]
- (c) Suggest what the aims of offender profiling should be. Give reasons for your answer. [8]

**ADVANCED LEVEL GCE
PSYCHOLOGY
General Mark Scheme for Units 2544 - 2549**

Section A

Section A

(a) 6 – AO1

(b) 10 – AO2

(a) *Brief background to most likely responses*

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

(b) *Brief background to most likely responses*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate _____. 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 _____ issues are raised and applied in an appropriate way to the issue of _____. 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 _____. 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

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

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)

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 (AO1=14; AO2=20)

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