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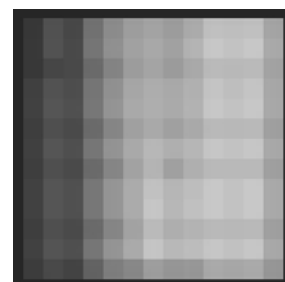
**ADVANCED GCE
ADVANCED SUBSIDIARY GCE**

**A2 7876
AS 3876**

PSYCHOLOGY

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

AS/A2



3876/7876/MS/R/05J

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RECOGNISING ACHIEVEMENT

Mark Scheme 2540
January 2005

NOTE: Any answer not worthy of credit receives a mark of 0.

Cognitive Psychology

1 Give one reason why the paper by Deregowski supports the nurture view of picture perception.

One from:

The majority of findings are taken to support the nurture view of perception as there were cultural differences in perception including interpretation of the antelope picture, split elephant, differences in ability to draw trident, and construction of objects shown in 2D. (2)

Other appropriate answers (2)

Partially correct answer: vague answer, western/non-western perceived differently supports nurture. (1)
 Pictures were not found to be a universal language.
 Reference to anecdotal evidence

2 Give one reason why Gardner and Gardner chose to use American Sign Language to communicate with Washoe.

One from:

Chimps don't have appropriate vocal chords and their hands are similar to human hands/fingers (2)

Grammatically most similar to spoken language.

Other appropriate answers (2)

Partially correct answer most widely used so would allow comparison with deaf children, chimps can't talk. (1)

3 From the study by Loftus and Palmer:

(a) Outline one finding which would challenge the accuracy of eyewitness testimonies.

Some participants reported seeing broken glass when there was none (even control group), estimations of speed were influenced by the verbs used in the question. (2)

Other appropriate answers (2)

Partially correct answer: general comment without finding e.g. leading question affects memory. (1)

(b) Outline one finding which would support the accuracy of eyewitness testimonies.

Overall the majority of participants did not report seeing broken glass. (2)

For one of the film clips the mean speed estimate was very close to actual.

Other appropriate answers (2)

Partially correct answer (1)

General comment without finding

4 From the study by Baron-Cohen, Leslie and Frith on autism:**(a) Identify two of the questions asked in the Sally-Anne test.**

Two from:

Memory question, reality question, belief question, naming question or description of the question. (2)

Other appropriate answers (2)

Partially correct answer (1)

(b) Explain why one of these questions was asked.

One from:

Memory question – to check that the children could remember where the marble was originally, belief question to check whether the children could appreciate another persons viewpoint (theory of mind). Naming question – to check that the children knew the names of the dolls accurately. Reality question - to check that the children know where the marble really is. (2)

Other appropriate answers (2)

Partially correct answer: 'theory of mind with no explanation.' (1)

Developmental Psychology**5 From the study by Bandura, Ross and Ross explain why in the second stage of the experiment the researchers removed attractive toys from the children after allowing them to play with them for a few minutes.**

This was 'mild aggression arousal' to provide a stimulus to provoke aggressive behaviour so that the effect of the agg/non-agg model on the child's response could be seen. (2)

Other appropriate answers (2)

Partially correct answer: shows some understanding. (1)

To provide a distraction to reduce demand characteristics.

6 From the study by Hodges and Tizard on social relationships, outline one difference found between the adopted and restored groups of ex-institutional children.

One from:

Adopted group more attached/bonded to parents; get on better with siblings, more affectionate, less disagreement over control and discipline, less aggressive. (2)

Other appropriate answers: specific difference required. (2)

Partially correct answer: vague answer e.g. 'better' relationship with parents, 'happier' (1)

- 7 (a) Identify two techniques used to gather information in the study of little Hans, reported by Freud.**

Two from:
dream analysis, transcripts OR letters from father, interviews OR self reports OR questions, observations. (2)

Other appropriate answers (2)

Partially correct answer (1)

- (b) Outline one difficulty, which may arise when psychologists study children.**

One from:
Ethical issues including consent, withdrawal, protection (or descriptions of). Children get bored easily; find it difficult to concentrate, more prone to experimenter effects e.g. pleasing the experimenter, children's thinking is qualitatively different to adults. (2)

Other appropriate answers (2)

Partially correct answer: difficulty with no explanation, demand characteristics. (1)

Emotional involvement

- 8 From the study by Samuel and Bryant on conservation outline two conclusions about how children think. (4)**

Two from:
Details of cognitive developmental stages, concrete/abstract thought, children improve cognitive skills with age. (2)

Other appropriate answers (2)

Partially correct answer: findings from the study without conclusion. (1)

Physiological Psychology

- 9 Explain what is meant by the term 'left visual field' as used in the paper by Sperry on split brain patients.**

What is seen by both eyes to the left of a central fixation point. (From each eye for 2 marks) (2)

Other appropriate answers (2)

Partially correct answer: information sent to the right hemisphere. (1)

- 10 From the study by Dement and Kleitman on sleep and dreaming describe one finding that shows the relationship between the direction of eye movements and the content of dreams.**

One from:
A relationship was found between the direction of eye movements and the content of dreams, specific examples include someone dreaming of throwing tomatoes (horizontal), playing basketball and climbing a ladder (vertical). Watching something in the distance

Staring at same object e.g. driving (no movement), fighting, talking

- (mixed movement.) (2)
- Other appropriate answers (2)
- Partially correct answer (1)

11 From the study by Raine, Buchsbaum and La Casse on brain scans:

(a) Explain what 'positron emission tomography' (a PET scan) measures.

Fluorodeoxyglucose tracer was injected into the subject, and taken up by the brain as a tracer of metabolic rate. Or, uses glucose to measure brain activity or metabolic activity in different parts of the brain. (2)

Other appropriate answers (2)

Partially correct answer: measures brain activity/hotspots, glucose levels in the brain. (1)

(b) What can such measures tell us?

Abnormal activity in the left and right hemisphere can be identified and specific areas of the brain can be studied to identify abnormal brain processes that may predispose to violence in murderers pleading NGRI. Answers may also focus on the limitations of brain scans. (2)

Other appropriate answers: differences between NGRI and control group. (2)

Partially correct answer: specific areas of the brain can be identified – no expansion (1)

12 Describe how two ethical guidelines were broken in the study by Schachter and Singer on emotion. [4]

Two from:

Deception – participant's did not know they were being injected with adrenaline or that fellow participant was a stooge, protection –participant's may have been stressed by the injection and content of the questionnaire. Informed consent, misinformed etc. (2)

Can have same guideline.

Other appropriate answers (2)

Partially correct answer: specific areas of the brain can be identified – no expansion (1)

Social Psychology

13 Identify two details that were recorded by the observers in the subway Samaritan study by Piliavin, Rodin and Piliavin.

Two from:

Race, sex and location of every passenger, seated or standing, number who gave assistance, latency of first helper, spontaneous comments made by passengers. (2)

Other appropriate answers (2)
 Partially correct answer: one or more findings from study (1)

- 14 In the second experiment by Tajfel, the majority of the participants opted for 'maximum difference' rather than 'maximum in-group profit' when making their intergroup choices. Explain how this finding demonstrates discrimination.**

Participants were willing to award members of their own group less for the sake of having the maximum difference between their own and the other group. (2)

Other appropriate answers (2)
 Partially correct answer: (1)

- 15 (a) Identify how Milgram obtained the sample in his study on obedience.**

Volunteer sample or self-selected sample from a newspaper article, he then selected from this pool of applicants based on age and occupation (2)

Other appropriate answers (2)
 Partially correct answer (1)

- (b) Outline one disadvantage of the way he obtained this sample.**

One from:
 Biased sample as same type of people apply to take part (2)

Other appropriate answers (2)
 Partially correct answer: biased sample/not representative – no explanation (1)
 (weakness of sample e.g. all males 1 mark) more likely to obey as volunteered

- 16 From the prison study by Haney, Banks and Zimbardo explain what is meant by the terms:**

- (a) 'pathological prisoner syndrome'**

'pathological prisoner syndrome' - the prisoners become passive and dependent, excessive obedience. (weak, depressed, do as they are told) (2)

Other appropriate answers (2)
 Partially correct answer: one characteristic without full description or just details from the study (1)

- (b) 'pathology of power'.**

'pathology of power' – the guards want more and more power and despise weak prisoners, increasing need to control prisoners lives, aggression. (2)

(enjoyment of power e.g. working extra shifts)
 Other appropriate answers (2)
 Partially correct answer: one characteristic without full description or just details from the study. (1)

Psychology of Individual Differences**17 Describe one way Hrabá and Grant measured racial identification and preference in their study.**

One from Questions:

Give me the doll that you want to play with,
 give me the doll that is a nice doll,
 give me the doll that looks bad,
 give me the doll that is a nice colour,
 give me the doll that looks like a white child,
 give me the doll that looks like a coloured child,
 give me the doll that looks like a negro child,
 give the doll that looks like you.

(2)

Other partially correct answers e.g. 'use of dolls', 'asked questions', close variations of actual questions. (1)

18 Explain one problem with using the evidence from the study by Thigpen and Cleckley to support the diagnosis that Eve had multiple personality disorder.

One from:

Some evidence may have been biased due to therapists' involvement, physiological measurements are reductionist. (2)

Other appropriate answers (2)

Partially correct answer e.g. problems of case study method. (1)

19 From the study by Rosenhan:**(a) Identify two behaviours displayed by the pseudopatients, which were labelled as abnormal by the hospital staff.**

Two from:

Writing notes, queuing for lunch, asking questions, hearing voices (2)

Other appropriate answers (1)

Partially correct answer (1)

(b) Outline one reason why it is difficult to define abnormality and normality.

One from:

Cultural differences in behaviour, everyone has abnormal behaviours to a degree, bias and expectations. (2)

Other appropriate answers: specific problems with study, stickiness of labels.

Partially correct answer (1)

20 From the study by Gould suggest how the use of IQ tests may actually have been a form of social control.

By giving the immigrant recruits a test, which was biased towards native Americans, immigrants and uneducated Americans were bound to do less well.

This in turn allowed control over their status in the military and immigration to be controlled in a seemingly legitimate way (2+2)

Other appropriate answer (2+2)

Partially correct answer e.g. the tests were biased, some recruits not literate etc. controlled military positions and immigration. (2)

Total mark for this paper = [60]



RECOGNISING ACHIEVEMENT

Mark Scheme 2541
January 2005

Section A

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

Named studies: **Freud/ Thigpen & Cleckley/ Gardner & Gardner**

Emphasis is on detail of chosen core study.

Most likely answers:

(Any appropriate answer receives credit)

Freud: observations of Hans and conversations with Hans conducted by Han's father and sent to Freud via letter.

Thigpen: observations, interviews (over 100 hours) psychometric and projective texts.

Gardner: observation of signs judged by independent observers and by G&G on video.

0 marks No answer or incorrect answer

1-2 marks One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.

3-4 marks Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.

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

Total maximum 6 marks.

- (b) Briefly discuss two strengths and two weaknesses of the case study method with examples from your chosen study. [12]

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

Assessment includes point, example and comment.

Important note: as candidates are required to discuss, point 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.

Most likely answers:

(Any appropriate answer receives credit)

strength: richness and detail of the data gathered. Often done over period of time = longitudinal.

strength: ecological validity – participant studied as part of everyday life.

strength: rare or unique behaviours can be studied in detail.

strength: sample may be self selecting – not chosen by researchers.

weakness: may be only one participant (or very few) so cannot generalise to others.

weakness: participant may be unique, possibly 'not normal'. Researchers may not know how to proceed; may draw false conclusions.

weakness: researchers may become emotionally attached if only one participant studied over time.

For each point up to a maximum of FOUR points

No answer or incorrect answer.	0
Anyone of the three [point / example / comment]	1
Any two of the three [point / example / comment]	2
All three [point / example / comment]	3

Total maximum 12 marks.

(c) Suggest one other way data could have been gathered for your chosen study and say how you think this might affect the results. [8]

Answers must be specific to chosen core study.

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

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

How this might affect the results

1-2 marks	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).
3-4 marks	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.

Total maximum 8 marks.

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

Named studies: Samuel & Bryant/ Bandura/ Baron –Cohen et al

Most likely answers:

(Any appropriate answer receives credit)

Samuel: 3 IV's: age (5,6,7,8) material (liquid, plasticine, counters) question (standard two Question/Piaget, one judgement, fixed array). Procedure involves pre-transformation question (or not) transformation then post transformation question (or not).

Bandura: children judged then matched for aggression. Put into groups, into room with toys. Aggressive group model goes in bobo. Non-aggressive bobo left alone. Go into room for mild frustration. Into room with toys and mirror. Children observed using behavioural response categories.

Baron-C: 3 groups Autistic, Downs syndrome and 'normal' given Sally-Anne test. Asked naming, belief, memory and reality questions.

0 marks No answer or incorrect answer

1-2 marks One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.

3-4 marks Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.

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

Total maximum 6 mark.

(b) Briefly discuss two advantages and two disadvantages of studying children with examples from your chosen study. [12]

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

Assessment includes point, example and comment.

Important note: as candidates are required to discuss, point 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.

Most likely answers:

(Any appropriate answer receives credit)

Adv: may help us to understand how behaviours are acquired (nature v nurture)

Adv: may give insight into adult behaviour.

Adv: may help determine how to educate at various ages/ to identify problems and implement treatments/ allow us to bring up children in 'appropriate' ways.

Disadv: may behave or respond in ways unlike an adult; could be misinterpreted by researchers.

Disadv: children cannot give informed consent. Things done to them to which they don't agree. Often right to withdraw removed.

Disadv: children may not understand or may misinterpret a question.

For each point up to a maximum of FOUR points

No answer or incorrect answer.	0
Anyone of the three [point / example / comment]	1
Any two of the three [point / example / comment]	2
All three [point / example / comment]	3
Total maximum 12 marks.	

(c) Suggest one other way data could have been gathered for your chosen study and say how you think this might affect the results. [8]

Answers must be specific to chosen core study.

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

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

How this might affect the results

1-2 marks	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).
3-4 marks	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.

Total maximum 8 marks.

Section B

3 (a) Describe the basic components in each of these studies. [12]

Named studies: **Schachter and Singer** (emotion); **Raine et al** (brain scans); **Tajfel** (intergroup discrimination); **Sperry** (split brain)

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

Most likely answers:

(Any appropriate answer receives credit)

Raine: identification that various components of brain function differently.

Schachter: emotion has physiological (arousal) and psychological (cognitive) components.

Tajfel: any groups will show in-group favouritism and out-group discrimination

Sperry: lateralisation of brain function.

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

0 marks No answer or incorrect answer

1 marks Identification of point (e.g. a sentence) relevant to question.

2 marks Brief description of point relevant to question but with no analysis (comment with no comprehension). OR two points relevant to the question are identified.

3 marks 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. OR three or more points relevant to question are identified.

Total maximum 12 marks.

(b) Briefly discuss two advantages and two disadvantages of reducing complex behaviour with examples from any of these studies. [12]

Candidates should provide a general point related to the question. They should give an example from any of the listed studies to illustrate the point and they should make a comment about the point which may be evaluative or implication.

Assessment includes point, example and comment.

Important note: As candidates are required to discuss, point 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.

Most likely answers:

(Any appropriate answer receives credit)

Adv: in theory it is easier to study one aspect rather than several interacting aspects.

Adv: if one aspect is isolated and others controlled then study is more objective/scientifically acceptable.

Disadv: components may be difficult to isolate and so manipulate

Disadv: If an isolated behaviour is studied in a lab it may lack ecological validity.

Disadv: any behaviour may not be meaningful if studied in isolation from wider social context.

For each point up to a maximum of FOUR points

No answer or incorrect answer.	0
Anyone of the three [point / example / comment]	1
Any two of the three [point / example / comment]	2
All three [point / example / comment]	3

Total maximum 12 marks.

Question Total: [24]

4 (a) Describe how the situation affected behaviour in each of these studies. [12]

Named studies: **Hodges and Tizard** (social relationships); **Rosenhan** (sane in insane places) **Piliavin, Rodin and Piliavin** (subway Samaritans) **Haney, Banks and Zimbardo** (prison simulation)

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

Likely answers:

(Any appropriate answer receives credit)

Hodges: situation of being in institution for child. 2 years affected behaviour: adult oriented; no best friend; not fussy with friends. Also being restored or adopted has effect e.g. adopted mother more likely to recognise when child upset.

Rosenhan: normal people faking symptoms & phoning for appointment led to type two errors by psychiatrists. Psychiatrists/nurses perceive those in mental institution to be unimportant – ignore rather than stop and chat. Even verbal and physical abuse.

Piliavin: seeing 'victim' being drunk or ill face to face led to many more people helping than did so in lab (diffusion of responsibility here).

Haney: participants adopted role of guard or prisoner and role led to extremes of behaviour.

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

0 marks No answer or incorrect answer.

1 marks	Identification of point (e.g. a sentence) relevant to question.
2 marks	Brief description of point relevant to question but with no analysis (comment with no comprehension) OR two points relevant to the question are identified.
3 marks	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.

Total maximum 12 marks.

- (b) **Briefly discuss four problems of studying the effect of situations on behaviour with examples from any of these studies.** [12]

Candidates should provide a general point related to the question. They should give an example from any of the listed studies to illustrate the point and they should make a comment about the point which may be evaluative or concerns implication.

Assessment includes point, example and comment.

Important note: As candidates are required to discuss, point 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.

Most likely answers:

(Any appropriate answer receives credit)

Problem: can exonerate behaviour/ let people off the hook; people may stop taking responsibility for their behaviour and become externalisers.

Problem: if explore power of a situation participants may be exposed to distressing or harmful situations. Unethical.

Problem: can be difficult to separate effects of situation from disposition of participant.

Problem: how can situations be investigated? If in lab, lowers ecological validity. If natural setting how can situation be controlled?

For each point up to a maximum of FOUR points

For each point up to a maximum of FOUR points

No answer or incorrect answer.	0
Anyone of the three [point / example / comment]	1
Any two of the three [point / example / comment]	2
All three [point / example / comment]	3

Total maximum 12 marks.

Question Total: [24]



RECOGNISING ACHIEVEMENT

Mark Scheme 2542
January 2005

Based on Activity A: Questions, self reports and questionnaires.

1. Outline the way your questions were presented to the participants. (2)

1 mark - the candidate has given some information about the way the questions were presented but this lacks detail or clarity

2 marks - the candidate has given a clear outline of the way that the questions were presented

2. Describe one advantage and one disadvantage of the way in which your questions were presented to the participants. (6)

3 marks for advantage and 3 marks for disadvantage

1 mark - appropriate advantage / disadvantage identified

2 marks - appropriate advantage / disadvantage described in general terms

3 marks - appropriate advantage / disadvantage clearly described in relation to the way the candidate presented their questions.

3. Outline one other way you could have presented your questions and say what effect this might have on the responses. (4)

2 marks for alternative and 2 marks for effect

Alternative

1 mark - very brief suggestion, either very general or lacking clarity

2 marks – clearly outlined alternative

Effect

1 mark- attempt to suggest effect but lacking clarity

2 marks- well explained appropriate effect

Based on Activity B: An observation**4. What was the aim of your observation? (2)**

1 mark - aim is unclear or vague

2 marks - aim is clearly described

5. Outline the categories (or coding scheme) that you used for this investigation (4)

1 mark - the candidate has attempted to outline their categories but there is very little explanation here and it would not be possible to replicate this observation

2 marks - the candidate has outlined the categories but there is a lack of detail. It would not be possible to replicate this observation.

3 marks - the candidate has outlined the categories but minor lack of detail or clarity would make it difficult to replicate this observation.

4 marks - the categories are fully outlined and replication of this observation would be possible.

6.(a). Outline one change that you could make to your categories (or coding scheme). (3)

Candidates may offer new categories or changes to existing ones.

1 mark - a change is outlined but this has very little detail or lacks clarity

2 marks - a change is outlined but lacks some detail (not fully operationalised)

3 marks - a change is clearly described (fully operationalised)

(b.) What effect do you think this change would have on the validity of your results? (3)

1 mark - answer lacks clarity

2 marks - answer suggests appropriate effect on results but does not explicitly address the issue of validity

3 marks - answer suggests appropriate effect and considers this in relation to the validity of the results.

Based on Activity C: Collection of data to investigate the difference between two conditions.

7. State the null hypothesis for your investigation. (3)

Candidates who produce an alternate (research) hypothesis will not be awarded any marks. Candidates who write both alternate and null hypotheses can have the null credited only if it is identified as such

1 mark - the candidate has written a null hypothesis but there is no indication of variables (e.g. there will be no significant difference in the results)

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

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

8. Explain the conclusion that you reached in relation to the null hypothesis. (3)

1 mark - explanation is vague and unclear. The candidate may simply say 'the null hypothesis was supported'.

2 marks - increasing detail. This might include a clear statement of the conclusion or may include some reference to statistical analysis

3 marks - a clear conclusion given which includes some reference to statistical analysis although it is not necessary to have complete statement of significance in this answer.

9a. Name and briefly describe the experimental design used in your investigation. (2)

1 mark - candidates either name or describe an appropriate experimental design

2 marks - candidates name an appropriate experimental design (most likely to be independent measures or repeated measures) and give a brief description of this.

9b. Outline one strength and one weakness of this design. (4)

2 marks for strength / 2 marks for weakness

1 mark - strength / weakness is identified but lacks detail or clarity

2 marks - strength / weakness is identified and clearly outlined

Based on Activity D: Collection of data involving two independent measures and analysed using a test of correlation.

10. Describe the procedure that you followed for this investigation. (4)

Candidates should explain fully how their investigation was conducted. This should include measurement of both variables. Most likely answers will include where the investigation was conducted, any instructions given to candidates, the task the candidates were given, any time limits, how the variables were measured and any debriefing that took place.

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

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

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

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

11. Outline two improvements that could be made to this procedure (4)

2 marks for each improvement.

1 mark - vague, unclear or very general suggestion

2 marks - clear specific suggestion well described

Examiners may only credit one suggested improvement which relates to the sample.

12. Suggest how each of these improvements might affect the results of your investigation (6)

3 marks for discussion of each improvement. It is acceptable for candidates to discuss more than one effect for each improvement.

1 mark - vague or very general response

2 marks - clear account of the effect of the improvement although the candidate has not made explicit reference to the results of their investigation

3 marks - clear account of the effect of the improvement discussed in the context of the results of the investigation.

Examiners may only credit one response which relates to the sample.



RECOGNISING ACHIEVEMENT

Mark Scheme 2544
January 2005

Section A

1 (a) Describe one psychometric test used in education. [6]

Likely answers may describe a general type of test (e.g. IQ tests generally) or name and describe a particular test (e.g. WISC). Stronger answers will provide a detailed and accurate account of a psychometric test, while weaker answers will probably be characterised by inaccuracy or imprecision.

The requirement is for the description of just one psychometric test; therefore where a candidate describes more than one test (or more than one *type*) of test, all should be marked separately and the candidate is credited with the best mark.

- Aptitude Test
- Diagnostic Test
- Intelligence Test
- British Ability Scales (BAS)
- Wechsler Intelligence Scale for children (WISC)

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to describe one psychometric test used in education. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers one psychometric test 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 psychometric test used in education from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total Marks (AO1) [6]

(b) Discuss the limitations of psychometric tests.**[10]**

This question is evaluative and therefore marks should be awarded only for evaluative content. Stronger responses will be characterised by strong question focus, providing detailed discussion of the limitations of psychometric tests. It is likely that stronger candidates will be able to provide a detailed consideration of a range of limitations of psychometric tests, demonstrating a more sophisticated understanding of the topic area. Expansion and elaboration of limitations may be achieved through cogent explanation of the limitation or by providing evidence or an example to support the point.

Weaker responses may show poor question focus. Discussion of the limitations of psychometric tests may be minimal or superficial.

Likely answers are:

Limitations of psychometric tests:

- Can be ethnocentric i.e. psychometric tests may tap into culturally-given knowledge.
- Can be biased against people whose first language is not English
- Reductionist; in the attempt to quantify an aptitude or ability, the result may lose important information.
- Assessor may not consider result alongside other information about the student.
- Results may not be discussed with the student i.e. may be used inhumanely.
- Can be argued to be lacking in validity and reliability
- Assume that people answer the tests honestly

In the process of discussing such limitations, some candidates may argue that there is pay-off in terms of strengths. Framed in such a context, this would be creditworthy.

Strengths of psychometric tests:

- Quick and cost effective
- Objective
- Less prone to error than other types of assessment
- Can be argued to be valid and reliable

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

Total Marks (AO2) [10]

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

2 (a) Describe one explanation of disruptive behaviour in schools. [6]

It is expected that candidates will provide one coherent explanation of a disruptive behaviour (or a range of disruptive behaviours) in schools. Such explanation may focus on an explanation of a named syndrome or disorder e.g. an explanation of ADHD, or may explain disruptive behaviour in terms of the quality of teaching or classroom management.

Stronger responses will be characterised by detail and accuracy, whilst weaker responses may be characterised by brevity, imprecision, or a more anecdotal style response.

It is possible that some candidates may take the approach that, for example, ADHD itself is an explanation of disruptive behaviour and go on to describe ADHD without providing an explanation for this. Such responses are unlikely to achieve top band marks.

This question requires the candidate to describe a single explanation of disruptive behaviour in school. Therefore, where a candidate describes more than one explanation, all should be marked separately and the candidate is credited with the best mark.

Likely content:

- cause of conduct disorder e.g. poor home discipline, adolescent rebellion, genetic/biological, economic/social deprivation
- cause of ADHD e.g. food colourings, under-arousal, maturational problems.
- Kounin – poor classroom management e.g. lacking “withitness” or “stimulation”.

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

Total marks AO1 = [6]

(b) Evaluate explanations of disruptive behaviour in schools. [10]

This question requires candidates to evaluate explanations of disruptive behaviour in schools. This evaluation may take the form of the limitations or strengths of two or more explanations.

It is likely that stronger candidates will be able to provide a detailed presentation of a range of evaluation points relating to explanations of disruptive behaviour, consideration of their explanatory power, demonstrating a more sophisticated understanding of the topic area. Expansion and elaboration of limitations may be achieved through cogent explanation of the evaluation point or by providing evidence or an example to support the point.

Weaker responses may show poor question focus. Evaluation of the explanations of disruptive behaviour may be minimal or superficial.

Likely content:

- validity of explanations
- perspective of causes e.g. physiological versus social/environmental
- nature of such causal explanations e.g. determinist or reductionist.
- usefulness of explanations i.e. the degree to which an explanation could lead to to fruitful corrective or preventative measures.
- Implications of such explanations – e.g. the explanation of ADHD as having a biological basis can be a relief for parents of such children. However, it also can lead to externalising responsibility for one's behaviour.

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

Total marks AO2 = [10]

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

Section B

3 (a) Describe how psychological perspectives have been applied to learning. [10]

Candidates should write about two or more perspectives & their applications to learning. Theoretical evidence e.g. Piaget's theory of cognitive development; Pavlov & classical conditioning etc. should only be credited in so far as it is linked to applications to learning.

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

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

Possible/likely content:

Cognitive applications:

- Piaget: readiness, discovery learning.
- Gagne: hierarchy of learning
- Bruner: discovery learning & use of language
- Vygotsky; scaffolding and ZPD
- Ausubel: theory of meaningful verbal learning (subsumption).

Behaviourist applications:

- Programmed learning
- Token economy system
- Premack principle
- Behaviour modification
- Social learning

Humanist applications:

- Focus on open classrooms
- Student-centred teaching
- Co-operative learning
- Intrinsic motivation
- Social and personal development
- Lack of emphasis on rigorous performance testing and more emphasis on the process of learning.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total marks for question part a) (AO1): [10]

3 (b) Evaluate how psychological perspectives have been applied to learning. [16]

Stronger responses will employ a range of evaluative issues effectively to analyse the evidence. Evaluations will be detailed showing a thorough understanding of the issues. Weaker responses are likely to be characterised by a lack of detail, superficial or unsubstantiated evaluations, lack of accuracy.

NB the most effective answers will make evaluations either directly or indirectly with educational *applications* and not just theoretical perspectives.

Likely evaluative issues may be:

- Ethical implications of such methods e.g. behaviourist applications are sometimes seen as too punitive and lacking in compassion and understanding.
- Practical implications; implications for teachers, implications for learners.
- Strengths and weaknesses of psychological perspectives.
- Contrasting alternative perspectives e.g. cognitive applications view people as advanced information processors and thus focus more upon mental processes, whereas Humanist applications view people as whole entities and embrace emotional aspects, phenomenology etc.

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) (AO2): [16]

3 (c) You are a psychology teacher. Using an application of the cognitive perspective, suggest one way of introducing Psychology for the first time to a group of 16 year-olds. [8]

Stronger responses will be characterised by a detailed suggestion, engaging with the situation of teaching psychology to 16 year olds with no prior knowledge of the subject, confidently and explicitly linking the suggestion to psychological theory or research. Weaker responses will be more superficial, lacking detail and probably lacking reference to psychological research. Such responses also may fail to engage with the context of teaching psychology to 16 year olds with no prior knowledge of the subject.

Any suitable suggestions relevant to the assessment request may be accepted.

Possible answers may be:

- Expository teaching/Advance organisers (Ausubel)
- Discovery learning (Bruner etc)
- Discrimination learning (Gagne)

Application (AO1+AO2)

0 marks No suggestions made OR suggestions are made which are inappropriate to the assessment request.

1-2 marks Suggestions are made but it is based on anecdotal or peripherally relevant psychological evidence.

3-4 marks Suggestions are made that are appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1+AO2)

0 marks The answer shows very little or no understanding.

1-2 marks The answer attempts to provide a rationale for the suggested way. The reasons given have some relevance to the issue under discussion.

3-4 marks The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology and expansion of complex points. The answer is coherent and well structured.

Total marks for question part (c) (AO1=4; AO2=4) = [8]

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

4 (a) Describe what psychologists have learned about individual differences in educational performance. [10]

The individual differences in educational performance that candidates may choose to describe can vary, as the specification allows free choice. It is anticipated that the likely differences will be gender differences; ethnic differences and class differences. Candidates may describe and explain individual differences in order to receive credit.

Stronger responses will be characterised by an ability to describe a range of material accurately and in detail. Weaker responses will be characterised by brevity and a lack of detail or accuracy, superficial or anecdotal coverage.

Likely content: could include cultural diversity and gender issues.

- Swann report 1985
- Multicultural education (Kirby et al 1997)
- Bias in streaming and assessment
- Language (e.g. Bernstein & Labov)
- Ethnicity and student/teacher misunderstanding (Bennett 1990)
- Racism in multiracial schools (Wright 1992)
- Learning styles (e.g. Vasquez 1990)
- Curriculum favoring boys (Lobban 1974)
- Curriculum stereotypes (Pilcher 1989)
- Physiological sex differences
- Teacher expectations and attitudes (Clarricoates 1987)

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 mark question part a (AO1) = [10]

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

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

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

Any evaluative points can receive credit including:
 Implications of individual differences for pupil, teachers and schools.
 Usefulness of evidence.
 Methods used to study individual differences.
 Problems involved in the generalisation of evidence.

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total mark for question part b (AO2) =[16]

4 (c) Suggest one strategy for improving the educational performance of male students in an English class. Give reasons for your answer. [8]

Stronger responses will be characterised by a detailed suggestion, engaging with the situation of males in an English class, confidently linked to psychological research. Weaker responses will be more superficial, lacking detail and probably lacking reference to psychological research. Such responses also may fail to engage with the context of males and/or an English class and give more general techniques for improvement.

Any suitable suggestions relevant to the assessment request may be accepted.

Likely suggestions:

All male classes/schools.

Male role models/recruit more male (primary school) teachers (Bandura)

Motivational techniques for boys

Changing teachers' expectations for boys (Clarricoates)

Application (AO1+AO2)

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

Application Interpretation: Reasons (AO1+AO2)

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

Total marks for question part (c) (AO1=4; AO2=4) = [8]

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

Assessment Grid

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

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



RECOGNISING ACHIEVEMENT

Mark Scheme 2545
January 2005

Section A: Question 1

(a) Outline **one** lifestyle characteristic that influences health behaviour. **[6]**

The most likely answers will focus on structural features like poverty, or belief features like religiosity or maybe personality features like Type A. Good answers will identify the feature, describe the feature possibly by giving an example of it and also mention one of its effects on health. Some answers might choose to refer to demographic features such as age, sex or ethnicity. These will also be accepted.

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

(b) Evaluate how much lifestyle affects a person's health. **[10]**

The central request is to evaluate the effect of lifestyle on health and students will commonly give examples of how health is affected by the features listed above. To get the higher marks, answers must focus on evaluation rather than description. The evaluation might refer to the methodological issues and so consider how much we can know about these issues. Alternatively, the evaluation might focus on the 'how much' part of the question and consider the magnitude of the effects.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1 - 4 marks	The answer attempts to evaluate the effect of lifestyle on health. 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 lifestyle and health. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8 - 10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the issues surrounding lifestyle and health. 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 A: Question 2**(a)** Outline **one** study that shows how accidents can be reduced.**[6]**

There are a number to choose from though the most popular is likely to be the chip pan study. Good answers will identify the study and describe some features of the method and findings. Weak answers will not rise above anecdote and newspaper descriptions. Some candidates might introduce some psychological evidence on health and safety that does not directly answer the question about accident reduction. This is worthy of some credit in band one.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1 - 2 marks	The answer attempts to describe one study on accident reduction. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3 -4 marks	The answer considers one study on accident reduction 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 on accident reduction relationships from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

(b) Discuss the difficulties in reducing accidents and promoting safety behaviours. **[10]**

There is a lot of material that can be brought to bear on this question including the problems in defining and recording accidents, the various explanations given for accidents and the reluctance of people to follow safety procedures. Better answers will see the advantages and disadvantages of the various attempts rather than viewing the discussion in very black and white terms..

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1 - 4 marks	The answer attempts to discuss difficulties in reducing accidents and promoting safety behaviours. 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 of validity are raised and applied in an appropriate way to the issue of reducing accidents and promoting safety behaviours. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8 - 10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider difficulties reducing accidents and promoting safety behaviours. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Section B

Indicative content

Question 3

(a) Describe what psychologists have discovered about measuring and improving adherence to medical requests. [10]

Candidates may select from a wide range of possible material in answer to this question. In past sessions candidates have been very well prepared to describe the ways that psychologists might measure adherence to medical requests. These include self reports, observations, tracking devices and physiological measures. There are a number of studies described in the common texts about the use of Trackcaps, or the comparison of practitioner and patient estimates of behaviour. Many answers will describe asthma based studies as there is a body of research. The most likely response will include behavioural techniques such as modelling or self monitoring or contingency contracts. Ley's extensive work on the presentation of medical information will also get a lot of appropriate mentions. Candidates do not need to have an even balance between measuring and improving but they do need to consider both to get top marks for evidence and understanding.

Weaker answers are likely to describe some relevant or partially relevant material without fully addressing the command in the question to consider measurement and improvement. These answers might refer to general issues such as rational non-adherence without saying how this issue addresses the question. This work is worth marginal credit as it is relevant to the topic even though it is not directly focused on the question. Stronger answers will select three or four pieces of evidence that directly answer the question.

(b) Evaluate what psychologists have discovered about measuring and improving adherence to medical requests. [16]

The evaluation is likely to consider the strengths and weaknesses of the various ways of collecting data. It is almost impossible to get reliable measures of adherence because of the length of time the measures have to be taken over the need to use self report from the patient who commonly has an interest in presenting a good image to the doctor. The stronger answers will see positives as well as negatives and may also note that just because there is some error in the measures it does not mean we have to completely disregard them. Another route for the evaluation is to consider the effectiveness of the attempts to improve adherence. To get the highest marks the evaluative points must be relevant to the question. Many candidates will take the formulaic route of writing 'my first issue is...' and so on. This can attract the highest marks as long as the issues that are raised are relevant to the measurement and improvement of adherence. So it is relevant to comment on the ethnocentrism of some studies if there is some attempt to apply conclusions to diverse groups of people. It is not relevant, however, to comment on the ethnocentrism of a study that is focused on a minority group with the aim of finding out how that group behaves. Stronger answers will have presented three or four issues in an assured way, described how they impact on the evidence and make a connected argument about the value of the work into adherence.

- (c) A surgery finds that parents are not bringing their babies for immunisation. Suggest how health workers can encourage parents to follow medical advice and have their babies immunised. Give reasons for your answer. Give reasons for your answer. [8]**

The suggestion for improving take up of inoculations is likely to attract a number of anecdotal answers or suggestions of psychological techniques that have only marginal relevance to this issue. The issue remains topical with regard to MMR so students might comment on this. Thoughtful answers might consider the issue of fear. This can work in both directions. They might argue that the scare about the link between MMR and autism for which there is no evidence needs to be addressed by fear reduction techniques. Alternatively they might consider the use of fear appeals to encourage parents to seek immunisation for their children. Some answers might draw on the research around community health programmes or even work-based health programmes and suggest how such a programme can be applied to immunisation. The stronger answers will make a suggestion that is relevant to immunisation and explain why they made this choice. Weaker answers might well suggest a general technique but only make weaker links to immunisation.

Question 4.

- (a) Describe what psychologists have found out about why people use and abuse substances. [10]**

Candidates can select from a wide range of material for this question. They may well concentrate on one substance as this is indicated in the specification or they may consider several substances. Among the many issues that are relevant to this question are a consideration of the distinction between use and abuse, and also the distinction between addiction and dependence. Explanations they might consider include the medical model or addiction and the behavioral approach of writers such as Griffiths and Orford. Other acceptable and likely responses might look at evidence about how availability affects consumption. Examples here range from the gin problems of the 18th century through to the effect of taxation on tobacco consumption. There are a number of studies showing the effect on transmitter substances of various chemical agents. Research into genetics is believed to offer some clues into vulnerability to addiction. The classic work on reinforcement centers by Olds & Milner is also relevant to the question.

Stronger answers will present information in a way that directly answers the question and describes the evidence in a clear and accurate way. Weaker answers will have evidence on the topic of substance abuse but not all of it will be directed closely to the question. Some answers may mention attempts to change the behavior of abusers which is not asked for in the question. This material can only gain credit if the candidate uses this information to illustrate what we know about substance abuse.

(b) Evaluate what psychologists have found out about why people use and abuse substances. [16]

The key issues concern how we interpret the evidence and how much we can rely on the evidence. Answers may consider the problems of defining and measuring substance abuse. For example there is a problem in defining alcohol abuse by quantity that is drunk because of the different tolerance levels, and there is a difficulty in measuring its effect because if a person has unlimited money then the abuse will have less impact on their life. The quality of the evidence can be evaluated using the well travelled paths of reliability and validity of measures and also in discussions of the problems of self report especially in socially sensitive areas. Another evaluation route might well look at the usefulness of psychological research and consider whether it has contributed to helping people who are troubled by addictive behaviours.

Answers that follow the formulaic route of “my first issue is...” can attract high marks as long as the issues they choose are relevant to the question. Weaker answers that adopt this strategy sometimes give general points that make only passing reference to the question and only marginally apply to it.

(c) A celebrity footballer has a serious alcohol problem and despite several attempts to stop he is commonly found drinking. Suggest one technique that will help him reduce his drinking. Explain why you think this technique could be successful. [8]

It is likely that most candidates will be able to identify one technique to help the celebrity footballer stop drinking. There are likely to be many anecdotal suggestions but to achieve the highest marks the answer has to acknowledge the problems of chronic dependence. The techniques might be behavioural (for example token economies, or reinforcement schedules), cognitive (such as cognitive restructuring or REBT), or emotional (such as counselling). All treatments for alcoholism and other substance dependencies have poor success rates so candidates might well temper their answers by acknowledging the likelihood of relapse. Stronger answers will tailor the answer to the particular problem in the question and weaker answers will make general comments about treatment techniques. The reasons for success might well be given in terms of the relative merits of the chosen technique over the alternatives.

Part (a)

CONCEPTS AND TERMINOLOGY [A01]

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 marks	Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
2 marks	Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
3 marks	Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
4 marks	Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

UNDERSTANDING [AO1]

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

Total 10 marks for question part (a)

Part (b)**RANGE OF ISSUES**

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

EVIDENCE FOR ISSUES

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

ANALYSIS

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

ARGUMENT STRUCTURE

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

Total 16 marks for question part (a)

Part (c)**APPLICATION [AO1/AO2]**

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

APPLICATION INTERPRETATION: REASONS [AO1/AO2]

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

Total 8 marks for question part (c)

Total question mark 34 [AO1=10; AO2=24]

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



RECOGNISING ACHIEVEMENT

Mark Scheme 2546
January 2005

1 (a) Using your psychological knowledge, describe one cause of work place stress. [AO1] [6]

Most likely answers will identify, personality types (Rosenman, 1974), burnout (Byrne, 1993), job insecurity and role ambiguity or work/ home balance and environmental issues. Better answers will clearly identify the psychological basis of the stressor.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by work place stress. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers various sources of stress in the work place 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 one cause of stress from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

1 (b) Discuss the difficulties of investigating work place stress. [AO2] [10]

Most likely difficulties include taking into account individual differences and the changing nature of the working environment and acknowledging the difficulty in distinguishing arousal from stress (Seyle, 1946). Identification of personality types may be questioned (Ganster, 1991) as may the difficulty involved in measuring job satisfaction (Roberts and Gillick, 1982).

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate the difficulties in agreeing what a stressor (i.e. relationships or noise and light) is. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. The answer attempts to discuss the difficulties in investigating stressors (i.e. relationships or noise and light) and reasonably places them into one of the above psychological concepts and terms. The answer has a reasonable range of points and there is some evidence of elaboration for higher marks.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulty in investigating stressors. 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 theory of leadership. [AO1] [6]

Most likely answers will identify Great Man theories, Trait theories (Hollander, 1985), Universalist, Behavioural theories or Fiedler's Contingency model. Answers may also refer to leadership styles as well as theories of leadership. Better answers will identify between Leader-Centered and contingency theories.

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

2 (b) Discuss the usefulness of theories of leadership. [AO2] [10]

Most likely areas will indicate how to match the type of leader to the requirements of the task such as; taking into account individual differences; 'Great Man' theories (Ghandi/Mandella) and the tendency to ignore the particular situations of leaders (such as Contingency Theories); the types of tasks and their relationship with members of the group. Contrasts may be made between leader-centered and contingency theories.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate the difficulties in what leadership is. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. Answers will probably refer to individuals or events and not make psychological connections. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. The answer attempts to evaluate the difficulties in identifying what leaders do rather than highlighting leadership styles. There is appropriate use of psychological terms and concepts. The answer has a balance of strength and weaknesses points and there is some evidence of elaboration for higher marks.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the issues of identifying leadership and the role of leaders. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

3 (a) Describe how psychologists select people for work. [10]

Candidates are likely to identify; personnel screening of knowledge/skills/attitudes, selection procedures such as psychometric testing to identify skills, aptitudes and personalities (Ability tests, psycho-motor tests and personality scaling such as Myers-briggs). Interview procedures, such as structured/unstructured interviews and selection decisions based on job related questions and rating systems.

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.

3 (b) Evaluate how psychologists select people for work.**[16]**

Effects of prejudice/personal experience. Stereotypes and expectations (Awonsunle and Doyle, 2001), black prefer black, white prefer white in selection procedures. Bias due to attractiveness and first impressions. Gender bias, Graves and Powell (1996), females favour females, males showed no preference. Ethnic bias (Brown and Gay, 1985) ethnic minorities with equal qualities are less likely to be selected. Issues of reliability and validity. Hunter and Hunter (1984) interviews are only effective as part of the selection procedure. Huffcutt and Arthur (1994) structured interviews are more reliable. Validity can be effected by issues such as question drift, use of unrelated questions to the job that could favour certain applicants, time constraints could cause 'snap' judgements to be made.

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.

3 (c) Use your psychological knowledge to suggest a selection procedure for working in a fast food restaurant. Give reasons for your answers. [8]

Suggestions are likely to highlight the need to identify the skills and attributes required and to set up a selection and interview process that identifies these. Better candidates may refer to the use of cut off criteria to enable suitable staff to be selected on merit.

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.

4 (a) Describe what psychologists have learned about motivation to work. [10]

It is expected that most candidates will relate a method of motivation improvement that reflects one of the major theories, Maslow's Hierarchy of Needs (1954), McClelland's NAch (1961), expectation (Leon, 1981 and Schwab et al 1979), equity theories (Vroom, 1964, Adams, 1965) and Goal Setting (Arnold, 1998 and Locke and Latham, 1990). Improving motivation by the application of the principles in the above theories. Making links between motivation and performance, for example; Herzberg's Hygiene theory (1966); Hackman and Oldham's Job Characteristic Model (1976).

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.

4 (b) Evaluate what psychologists have learned about motivation to work. [16]

Difficulties are likely to be associated with each theory and their evaluation, for example, the lack of empirical data for Maslow and the assumption that all individuals are motivated by the same things. Betz (1982) questions the hierarchical structure and Alderfer (1972) claims all categories can be equally effective; McClelland's assumption that we all have similar needs. Triandis (1994) regards this as a Western phenomenon; equity is ever changing and is a reflection of the time (Radford, 2000) distributive and procedural justice are compared. Goal setting findings have come from unrealistic settings and do not reflect normal working *conditions*.

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.

4 (c) You have just become the manager of a small retail company that is experiencing falling sales. Suggest how you would motivate staff to increase sales. Give reasons for your answer. [8]

It is likely that the candidates will select from the theories already mentioned in a and b, brighter candidates will highlight the problems and suggest procedures to overcome them.

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.



RECOGNISING ACHIEVEMENT

Mark Scheme 2547
January 2005

Section A

- 1 (a) Describe one study investigating the negative effects of noise on performance or health. [6]

Any study on the negative effects of noise on performance or health is acceptable. For example, Effects on performance- Stanfield et al. (1992); Glass, Singer & Friedman (1969); Belojevic et al (2001); Ng (2000) Effects on health- Eggertsen et al. (1987); Cherek (1985); Ward & Suedfeld (1973); Postman and Egan (1949)

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

Total Marks [6]

- (b) Evaluate methods used to investigate the negative effects of noise [10]

A variety of methods have been used to investigate the negative effects of noise, for example, laboratory experiment, field experiment, natural investigation, questionnaire/survey. Weaker answers may give a general evaluation of methods. Better answers will relate points to research into negative effects of noise.

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. There is appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. There is a confident use of psychological terms and concepts. The answer is clearly explained and elaboration is coherent and thorough.

Total Marks [10]

2 (a) Describe one study, which considers the effect of climate and/or weather on behaviour. [6]

Any relevant study which considers the effect on climate and weather on behaviour may be used. For example, Cunningham (1979) effect of sunny weather on altruistic behaviour; Page (1978) heat and helping behaviour; Link & Pepler (1970) productivity of workers; Goranson and King (1970) heatwave associated with riots; Cohn (1993) wind and domestic violence; Fox (1967) cold temperatures adversely affecting performance; Rotton (1993) fewer sex crimes; Cohn and Rotton (2000) effect of weather on property crimes; Moos (1964) wind affecting accident rates; Poulton et al (1975) behavioural effect of wind simulated in wind tunnel; Rosenthal et al (1984) Seasonal Affective Disorder, or Srivastava and Sharma (1998) SAD

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe a study which looks at the effect of climate and/or weather on 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 study on the effect of climate and/or weather on behaviour using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of a study on the effect of climate and/or weather on behaviour from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total Marks [6]

2 (b) Discuss difficulties in investigating the effect of climate and/or weather on behaviour. [10]

Difficulties may be methodological or consider issues such as ethics, individual differences, generalisability etc. Weaker answers may merely list difficulties, better answers will discuss difficulties with clear explanations and coherent elaboration.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss difficulties investigating the effect of climate/weather on 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 points are raised and applied in an appropriate way to the issue. There is appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. There is a confident use of psychological terms and concepts. The answer 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 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. The effects of invasion of personal space, for example, Middlemist et al (1976), Felipe and Sommer (1966) – psychiatric hospital, Barefoot et al (1972), Smith and Knowles (1979), Byrne et al (1971), Fisher and Byrne (1975). Theories of personal space may also be considered, e.g. arousal, behavioural constraint and overload theory. Candidates may differentiate between primary, secondary and public territory. Studies on territory, for example, Sommer (1966) – markers at library table, home court advantage – Schwartz and Barsky (1977), Ruback and Snow – invasion of space at water fountain; Smith (1983) cultural differences, Peluso (2000) protection of ‘self’ in Brazil.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

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

Part (b) – AO2**3 (b) Evaluate what psychologists have found out about personal space and territory. [16]**

Note: Any evaluative point can receive credit

e.g. *Ethics*
Implications
How psychologists gain their evidence
Individual differences
Cultural differences
Ecological validity

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

- 3 (c) You have to make a long train journey on the same day as the FA Cup Final so you know the train will be very crowded.

Using your knowledge of psychology, suggest how you could reduce the effects of invasion of personal space. Give reasons for your answer [8]

Markscheme guidelines apply in that any reasonable suggestion is acceptable. For example, 'cognitive control' – Langer and Saegert (1977) information given about crowding beforehand, sociopetal/sociofugal seating arrangements (Wener 1977)); Fisher and Byrne (1975) seating arrangements and gender differences; Tennis and Dabbs(175)corner rather than centre of room; Altman and Vinsel (1977) standing vs. seated

Application (AO1/AO2)

- | | |
|-----------|--|
| 0 marks | No suggestion(s) is made OR a suggestion(s) is made which is inappropriate to the assessment request. |
| 1-2 marks | An appropriate suggestion(s) is made but 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. |
| 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 psychological evidence on crowds/collective behaviour [10]

Candidates may focus specifically on crowds or collective behaviour or both crowds and collective behaviour. Typical answers may define crowds/collective behaviour and may distinguish between different types. Theoretical approaches to collective behaviour may be considered (contagion, convergence and emergent norm theories) as outlined by Turner and Killian (1972). Candidates may discuss the work of Le Bon (1879) 'mob psychology' who identified situational determinants of suggestibility, social contagion, impersonality and anonymity. Festinger et al (1952) proposed the concept of deindividuation and later work by Zimbardo on deindividuation would be relevant. Mintz (1951) lab based study on emergency situations;; Donald and Canter (1992) Kings Cross fire; Research by Marsh et al (1978) on football crowds, Waddington et al (1987) on the miners' strike; Reicher (1984), (1985) looking at riots in Bristol may be 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 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**4 (b) Evaluate psychological evidence on crowds/collective behaviour [16]**

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

Implications

How psychologists gain their evidence

Individual differences

Ecological validity

Ethics

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

- 4 (c) An events organiser is staging an all-night party in your area. She needs to be prepared in case anything goes wrong.

Using your knowledge of psychology, suggest how she could deal with the crowd in an emergency situation. Give reasons for your answer. [8]

Markscheme guidelines apply in that any reasonable suggestion is acceptable. For example, Mintz (1951) lab based study; Donald and Canter (1992) Kings Cross underground fire. Research from other areas e.g. intervention before disaster/catastrophe could be used, e.g. Preparedness, warnings - Gifford 1997

Application (AO1/AO2)

- | | |
|-----------|--|
| 0 marks | No suggestion(s) made OR suggestion(s) is made which is inappropriate to the assessment request. |
| 1-2 marks | Appropriate suggestion(s) is made but is based on anecdotal or peripherally relevant psychological evidence. |
| 3-4 marks | 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. |
| 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)



RECOGNISING ACHIEVEMENT

Mark Scheme 2548
January 2005

SECTION A

1 (a) Suggest ways in which aggression can be measured in sport. [6]

There are a variety of approaches to the measurement of aggression in sport, some referring to particular situations or settings, others responding to a more general assessment such as a personality trait.

The number of aggressive occurrences can be counted, as with OPTA index or counting a referee's decisions. Projective techniques, such as Rorschach ink blot tests, lend themselves to measures of unconscious aggression. Perceptions of aggression can be surveyed, such as with Bredemeier's Athletic Aggression Inventory. Behavioural measures can be taken experimentally, such as the number of electric shocks applied in Berkowitz's Environmental-Cue studies.

Note that the question requires 'ways' ie plural (at least two). Only one way means a mark from the middle band is the most that can be achieved.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe ways in which aggression could be measured 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 ways in which aggression could be measured 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 ways in which aggression could be measured in sport 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 effectiveness of the measurement of aggression in sport.

A number of issues can be applied to the range of answers identified above e.g. ecological validity to the experimental settings, validity of measures taken, reliability of questionnaires and inventories, the subjectivity of projective techniques, the ethnocentric values contained in most measures referred to above and so on.

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

Total Marks: [10]

- 2 (a) Outline benefits for health, which may include mental health, for those who participate in sport and exercise. [6]

There is a range of literature identifying the link between exercise and mental health, from Cognitive-Behavioural explanations through to more physiological explanations such as cardiovascular and endorphin hypotheses. Physical health has been researched, as reported by the Health Education Authority, as has links to specific disorders, including cancer and HIV. The responses to the question may broaden to include benefits in coping with illness or positive self-concept and body image, for example.

Note that the question requires benefits i.e. plural (at least two). Only one benefit means a mark from the middle band is the most that can be achieved.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe benefits for health for those who participate in sport and exercise. 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 benefits for health for those who participate in sport and exercise 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 benefits for health, including mental health, for those who participate in sport and exercise from a psychological perspective. The answer is detailed well organised and the candidate clearly understands what they have written.

Total Marks: [6]

(b) Discuss the evidence for a link between exercise and health. [10]

A number of issues can be applied to the evidence. Ecological validity, reliability, the ethnocentric nature of the research or the ability to generalise are more obvious examples of evaluation. As is how convincing is the evidence.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to evaluate the evidence into the links between exercise and health. 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 discussing the evidence into the links between exercise and health. There is appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that discuss the evidence into the links between exercise and health. There is a confident use of psychological terms and concepts. The answer is clearly explained and elaboration is coherent and thorough.

Total Marks: [10]

Section B

Part (a)

3 (a) Describe research into motivation and self confidence in sport. [10]

Candidates may answer the above question in a number of ways. Better answers would be expected to refer to theories, studies and/or concepts of motivation and self-confidence. Secondly the sports aspect must be addressed. This can be achieved directly with reference to sports specific models, such as Gill's Sport-specific achievement motivation (1986) or Vealey's Sport-specific model of sports confidence (1986). Alternatively, reference to the application to sports of more mainstream models may be specified, such as the McClelland-Atkinson model of Achievement Motivation or Bandura's (1977) self-efficacy theory. Measures, such as Gill and Deeter's SOQ (1988) may also be referred to, as may techniques of improving motivation and self-confidence, such as intrinsic/extrinsic motivation, cognitive evaluation theory (Deci 1975) or goal setting techniques (eg Locke and Latham 1990). Finally, less obvious research may be used provided it is specifically linked to sport, such as Nicholl's (1984) developmental theory of competence motivation.

Concepts and Terminology (A01)

- | | |
|---------|--|
| 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 (A01)

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

Understanding (A01)

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

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

Part (b)

- (b) Evaluate research into motivation and self confidence in sport. [16]**

The evaluation issues chosen will depend on the choice of content in part (a). Most likely points are usefulness to sport (comparing models from traditional psychology with sports specific models), difficulties of measurement, validity of definitions, methodological issues, demand characteristics.

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 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 general 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)

- (c) You are a swimming instructor of an intermediate class (between beginners and advanced). Using your knowledge of psychology, suggest what you could include in your swimming programme to improve self confidence. Give reasons for your answer. [8]**

Application of Bandura's self-efficacy theory is a likely response. Sport specific models are also possible, such as Vealey (1986), as are measures such as Gill and Deeter's Sports Orientation Questionnaire.

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.



RECOGNISING ACHIEVEMENT

Mark Scheme 2549
January 2005

Section A

1 (a) Describe one study that investigates victims of crime. [6]

Most likely answer will be the British Crime Survey, although any appropriate alternatives may be credited. Studies on victimisation, victim reactions to crime and the effects of victimisation may also be credited.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe evidence that investigates victims of 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 the evidence 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 evidence investigating victims of crime from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total Marks [6]

(b) Discuss why the choice of sample is important in victim surveys. [10]

Most likely answers will centre around generalisation from a sample. Better answers will consider the sample skew in victims of crime and discuss issues relating to ethnic minority booster samples for example. Issues of geography and class may also be credited.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to discuss choice of sample. 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 choice of sample in victim surveys. There is appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.

8-10 marks The answer is appropriate to the assessment request. The answer has a good range of points that consider the choice of sample in victim surveys. There is a confident use of psychological terms and concepts. The answer is clearly explained and elaboration is coherent and thorough.

Total Marks [10]

2 (a) Outline evidence that investigates whether there is a police personality. [6]

Answers can adopt a broad or a deep approach to this answer. Both can be awarded full marks. Likely studies include Colman and Gorman (1982); Brown and Willis (1985); Gudjonsson and Adlam 1983); Austin et al (1987) or Adlam (1981).

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe evidence that investigates a police personality. 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 evidence investigating a police personality 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 evidence investigating a police personality from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

Total Marks [6]

(b) Evaluate the use of psychometric tests to identify personality traits in the police. [10]

Reliability and validity will be the most likely discussion points. Issues about standardisation, methodology and individual vs situational explanations may also be raised. The 'Barnum Effect' (F'orer) could also be mentioned. Good answers will relate the issues to relevant research, perhaps by mentioning the EPI or the Myers Briggs Inventory being used by researchers. More basic answers might refer to demand characteristics and socially desirable answers with no specific link to the personality research.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-4 marks The answer attempts to evaluate the use of psychometric tests to identify personality traits in the police. 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 the use of psychometric tests to identify personality traits. There is appropriate use of psychological terms and concepts. The answer shows some evidence of elaboration.

8-10 marks The answer is appropriate to the assessment request. The answer has a good range of points that consider the use of psychometric tests. There is a confident use of psychological terms and concepts. The answer 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 the psychology of the courtroom. [10]

A wide range of evidence can be discussed in this answer. Answers can focus on persuasion strategies used in the courtroom, for example Pennington and Hastie (1993); Pennington and Hastie (1988); Aronson et al (1997). They may focus on judges actions and beliefs, for example, Davis (1980); Hart (1995). They may focus on jury size and decision making: Saks (1977); Hastie et al (1983); Moscivici. Children as witnesses, probably focusing on the reliability of such evidence, will also appear: Leippe et al (1992); Ainsworth (1988); Bidrose and Goodman (2000).

Concepts and Terminology (AO1)

0 marks Incorrect or inappropriate material is presented.

1 mark There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.

2 marks Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there are a number of errors.

3 marks Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

Evidence (AO1)

0 marks No evidence is presented.

1 mark Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.

2 marks Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.

3 marks Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.

4 marks Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

Understanding (AO1)

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

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

Part (b) - AO2

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

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

Range of Issues (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) You are a criminal psychologist. What recommendations would you suggest to make it easier for children to give evidence? Give reasons for your answer. [8]**

Answers may focus on pragmatic responses such as video links, no judicial costumes or wigs in court etc. Other answers may focus on trained interviewers, no leading questions etc using the evidence to support the answer. Some candidates may mention the NSPCC child witness pack or the use of interactive websites intended to prepare witnesses for giving evidence. Good answers will be supported by research and will show an awareness of real life difficulties faced in putting these recommendations into practice. Suggestions relating to accuracy or suggestibility etc are considered peripherally relevant and get a maximum of 2 plus 2.

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/AO2)

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

**Total marks for question part (c): [8]
Total question mark: [34] (AO1 =14; AO2=20)**

4 (a) Describe what psychologists have found out about explanations of criminal behaviour. [10]

Answers from across the range of bullet points in the specification can be credited. (Including criminal thinking) Answers may include social learning theory, Sutherland (1939), labelling theory and self fulfilling prophesy. Also likely to feature are Farrington, twin studies, research into gender or ethnicity, psychoanalytical theories, especially Bowlby and Eysenck.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

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

Part (b) - AO2

- (b) Evaluate what psychologists have found out about explanations of criminal behaviour. [16]**

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

Range of Issues (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) You are a lawyer defending a person charged with burglary. This person has a long history of convictions for similar offences. Using your knowledge of psychology, outline possible explanations for this history of offending. Give reasons for your answer. [8]

Answers may well focus on the nature / nurture debate, with confident answers suggesting a combination of both factors. Individual and cultural differences in criminal behaviour may also be discussed. Some candidates may use the rationale choice approach or an explanation based on social cognition. The answer should be clearly related to the scenario.

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/AO2)

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

Total marks for question part (c): [8]
Total question mark: [34] (AO1=14; AO2=20)
TOTAL MODULE MARK = [50] (AO1 =20; AO2=30)



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

Chief Examiners Report

General Comments

The number of candidates continues to grow and the community of teachers and centres is also growing.

The elist (<http://community.ocr.org.uk/community/psychology-a/home>) is a well-used and valuable resource for teachers and there are a number of websites and IT resources being developed by teachers. There is a growing bookshelf of texts relevant to the course and the reading list in the specification has recently been updated. Publishers are also keen for new texts.

We estimate that many of the candidates taking AS units are repeating, so not surprisingly the distribution of grades in the January session is different to what we commonly see in the summer. The exception to this is unit 2542 where over half the candidates appear to be taking a first sitting. The number of candidates sitting this unit in January has increased again since last year to over six and a half thousand this session. The picture is not the same at A2 where most of the candidates appear to be taking one module for the first time, presumably taking their second one in the summer.

This is my penultimate Chief Examiner's report and I will leave any bon mots and parting remarks until the summer.

2540 – Core Studies 1

General comments

Candidates wrote a range of responses to the paper but overall candidates who knew the studies well scored high marks. The range of responses suggested the need for a more thorough review of the studies by some candidates. Surprisingly, since this was a re-sit paper for many, some candidates showed they had little understanding of certain of the studies for example Sperry and Raine et al.

There seemed to be centre effects on some questions or sections of the paper where candidates did not seem to have been prepared effectively on a particular area and others where whole centres scored high marks on particular sections or the whole paper.

Some candidates lost marks by not following the instructions in the question to 'identify' 'outline' or 'explain' the latter requests requiring some explanation for full marks. There was some reference to details not in the original studies, perhaps taken from video footage or textbook inaccuracies and in view of this, reference to the original studies is necessary for teachers of this specification to gain accurate details about the core studies.

Very few rubric errors were made and most candidates were able to finish the paper in the time allowed. This was overall a very pleasing paper to mark as it allowed students who had prepared well to show their knowledge and understanding of the studies.

Comments on individual questions

Question 1

Better answers gave an example from the study as to how it supported the nurture view of picture perception and scored full marks whilst others gave an unsupported comment about there being differences in perception.

Question 2

There was a variety of answers for this question ranging from reference to the study being in America to the fact that Washoe had no vocal chords, good answers recognised the difference in vocal apparatus, similarities of chimp and human hands, or referred to previous failed attempts to teach chimps spoken language.

Question 3

- a) The majority of candidates referred to the specific verbs and their effects on results in Experiment 1.
- b) This was often answered as a general account of how accurate eyewitness testimony is without relating to a finding. Other candidates correctly referred to the fact that the majority of participants did not report seeing broken glass in the 2nd Experiment.

Question 4

- a) Most candidates successfully identified two of the questions from the Baron-Cohen et al study; descriptions of the questions were accepted.
- b) The question requested an *explanation* of why one of these questions was asked and so for the belief question for example, 'Theory of Mind' needed to be explained in order to obtain full marks.

Question 5

Candidates were usually able to state that the removal of nice toys was done to arouse aggression but some failed to explain why this was done i.e. to then observe whether the model had influenced their expression with this frustration.

Question 6

This question was answered well and most candidates correctly outlined one difference between the restored and adopted ex-institutional children. Only a few candidates got the difference the wrong way round or discussed differences with the control group.

Question 7

- a) The majority of candidates were able to identify two techniques used to gather information in the study by Freud including questions, dream analysis and observations.
- b) A good range of answers was given to this question from the ethical guidelines through to the practical problems including the difficulties children have in understanding, lack of concentration and wanting to please the experimenter.

Question 8

This question was answered well, candidates wrote about age and conservation, the effect of two questions and how children felt their first answer must be wrong if asked the same question twice. Poorer answers just stated the findings without concluding about how children think or vague answers like 'children can't conserve.'

Question 9

Many candidates gave vague or incorrect answers to this question but where candidates knew the study they gave excellent accounts of the left visual field being information received through the left of both eyes and sent to the right hemisphere for processing.

Question 10

This question received mixed responses, sadly candidates from some centres had been taught incorrect examples of dream content including a tennis match which is not mentioned in the study, whilst others correctly referred to dream content such as

looking at a cliff or people throwing tomatoes at each other which matched vertical and horizontal eye movements.

Question 11

- a) Some accurate answers here but others gave 'brain activity' with no mention of the glucose tracer or metabolic activity.
- b) Again some good answers but other candidates were unsure of what the PET scans can tell us and referred to deterministic ideas of being able to identify murderers from the scans.

Question 12

This question was generally well answered and candidates were able to describe how two ethical guidelines were broken in the study and give details from the study to support. Weaker answers confused ethical guidelines such as deception and consent and others gave incorrect answers such as the previous medical history of the patients was not checked out or that they were not debriefed. Mere identification of guidelines broken only received partial marks.

Question 13

This question was generally answered well with two details that were recorded by the observers in the subway study.

Question 14

Many candidates obviously understood the difference between the first and second experiment by Tajfel and the fact that the second showed discrimination over favouring the in-group by going for maximum difference rather than maximum in-group profit. Others however mentioned the in-group getting the most and failed to grasp the idea of awarding less to your own group to discriminate against the out-group.

Question 15

The majority of candidates knew that Milgram initially selected his participants through a newspaper advert and direct mailing and some mentioned the fact that Milgram then selected from this pool of applicants the final sample that took part in the study.

Question 16

- a) Some answers just referred to the findings from the prison study without explaining characteristics of pathological prisoner syndrome. Better answers referred to features such as the emasculation of prisoners or powerless.
- b) As above the answer required features of the pathology of power described by the authors.

Question 17

The majority of candidates described one of the questions used to measure racial identification or preference.

Question 18

Some candidates gave vague answers, for example reference to the fact it was a case study with no explanation. Better answers explained the problems of subjectivity, reliability, validity etc., supported by details from the study.

Question 19

- a) Most candidates referred to hearing voices, queuing early for lunch, making notes, or asking questions in their answer.
- b) Some really good answers showing candidates could leave the study and look at normality /abnormality as a wider issue. Weaker answers stuck to details from the study.

Question 20

Very pleasing responses from many candidates who were able to identify how the tests were biased and then link this to how the results were used to inform immigration laws and army positions as a form of social control. Some candidates could not make the link and just described how the tests were biased for which they received partial marks.

2541 - Psychology (Core Studies 2)

General Comments

A slightly modified question wording was introduced on this paper which will be used for all future papers for questions 1, 2, 3 and 4 part (b). To clarify: all question part (b)'s will begin with the word 'Briefly' (considering the time allowance for this paper this question part should be allocated about 15 minutes and approx 1 side of examination paper for average size writing). The word 'discuss' then follows as this is what candidates have to do! This is not the same as paper 2540 where single sentence answers are sometimes required. Candidates who write 'one problem is ethics, e.g. Milgram, and this is not valid' have not even begun to explain what they mean let alone discussed. The rest of the question then follows as on previous papers. There is also clarification for Section B with the use of the wording 'with examples from any of these studies'.

It is pleasing to report that there were significantly fewer candidates answering all four questions than on previous examinations. However, a few candidates still make 'exam technique errors' which severely restricts their marks. The most common errors are:

1. For questions 1 and 2 part (c) a common error is to suggest an alternative way of gathering data (as is requested) but then forget to consider how this may affect the results.
2. For questions 3 and 4 (Section B) candidates write about one study only rather than all four named studies and so score a maximum 3 out of 12 marks.
3. For questions 1, 2, 3 and 4 question part (b) candidates not answering the question that is set (for example briefly discuss two strengths and two weaknesses...), instead considering specific points about their chosen study.

Comments on Individual Questions

1(a) The focus of this question was on case studies. In this question part candidates were required to write about how data was gathered in their chosen study. Most candidates chose to describe the Freud study and answers covered the whole range of available marks. Notably for a maximum mark the quality of written communication needed to be very good. The study by Gardner and Gardner was also popular though for this question candidates tended to tell the 'Washoe story' rather than focus on the gathering of data. From an examiner viewpoint the Thigpen and Cleckley study would have been the logical choice given that there were interviews, psychometric and projective tests to provide data.

(b) This question part required a discussion of two strengths and weaknesses of the case study method. A significant number of candidates ignored the question instead looking at strengths and weaknesses of their chosen study. This approach does not attract many marks. On the other hand, some very impressive answers were presented, many scoring full marks. The most common strengths mentioned were:

- The richness and detail of the data gathered;

- The high ecological validity – that participants can be studied in their everyday life;

Such discussion points were supported with relevant examples and appropriate comment. The weaknesses candidates included were:

- Only one participant meant findings could not be generalised;
- That the participant was unique and possibly not 'normal';
- That the researchers may become emotionally attached and may lose objectivity.

Making discussion points like these is a starting point but it is the use of example and comment (see mark scheme) that adds the remaining marks allocated to this question part.

- (c) This question part required candidates to suggest an alternative way of gathering data and to consider the effect on the results. The required suggestion does not need to be an alternative method, but if this were the case it would enable candidates to compare and contrast the method that was used with their own suggestion. Whilst a small number of candidates did do this, most suggested a very minor variation, giving little scope for expansion. For example, the suggestion that Freud interviewed little Hans himself still provides qualitative self report data. Candidates are advised that consideration of all question parts before making final choice of study is a good strategy. Many candidates who chose the Washoe study struggled to make appropriate suggestions. Whilst they may have gained 6 marks in describing their favourite study in Question part (a), they lost up to 8 marks failing to answer question part (c).

- 2(a) The focus on this question was on the use of children in psychological research. A significant number of core studies involve children, many from outside the developmental psychology domain. In question part (a) candidates were required to describe the procedure of their chosen study. This was done successfully by most candidates. In fact many candidates wrote very detailed answers, spending much more time than appropriate for only 6 marks. Such candidates do tend to 'run out of time' which is never a good strategy. On the other hand, some candidates wrote only a few lines and so scored marks in the bottom band of the mark scheme.

- (b) This question part required a discussion of two advantages and two disadvantages of studying children in psychological research. Many candidates merely wrote what was good and not so good about using children in their chosen study and as mentioned, questions like these require much more than this. Seemingly some candidates were just not prepared for the question, appearing to hope that their knowledge of the core studies would see them through. It will not and candidates should be prepared to answer questions on the wider issues, approaches and methodologies as has always been the case for Core Studies 2 papers. There are a number of advantages to studying children and most commonly mentioned were:
- Children are naïve and less likely to show demand characteristics;
 - Children may give us an insight into adult behaviour (an adult in miniature);
 - The usefulness of research helps with educational strategies, treating problems etc.

For Disadvantages:

- Children may not understand what is required of them or may misinterpret a question;
- They cannot give informed consent and may not understand they have the right to withdraw.

Importantly these are examples of what candidates included, and all mark schemes state that any appropriate point can receive credit.

(c) This question part required candidates to suggest an alternative way of gathering data and to consider the effect on the results; in effect the same as Question 1. Strategies suggested above for Question 1 also apply here. Additionally it is worth restating an important point made in the general comments section above. The marks for this question are allocated to two parts: an alternative suggestion scores 4 marks and the effect the alternative suggestion has on the results also scores 4 marks. Many candidates consider the former and score maximum marks, but then forget to address the latter and score no marks at all.

3(a) This question concerned itself with the issue of reductionism. For question part (a) candidates were required to describe the basic components that could be identified in each of the four named studies. For many candidates this was a straightforward task, causing few problems. Many were able to state for example that in the Schachter and Singer study the basic components of emotion were physiological arousal and cognitive interpretation of the situation. Similarly, in the Tajfel study, the basic component in any inter-group conflict is the mere categorisation of people into different groups. On the other hand many candidates struggled to answer the question, sometimes identifying the basic components seemingly by chance rather than by design. Other candidates did not address the question at all, often choosing to describe the procedure of a study or the results. Marks were lost where there was no attempt to answer the question or the basic components could not be identified.

(b) Some candidates have been well prepared by teachers to answer evaluation questions such as this, whilst others have not. Reference to the question will reveal that the requirement is to discuss two advantages and two disadvantages of reductionism rather than to list one advantage and one disadvantage of each named study. Those addressing the question appropriately considered advantages such as:

- Isolating one variable is, in theory easier to study than several interacting aspects;
- If one aspect is isolated and other variables are controlled then the result is much more likely to show cause and effect.

Candidates raising points such as these were able to provide appropriate supporting examples from the named studies along with relevant comment.

Most commonly quoted disadvantages of reductionism included:

- Basic components may be too difficult to isolate;
- Components may only have relevance when considered in the wider social context;
- If a component is isolated in a laboratory it may have little ecological validity.

Whilst answers at the top of the mark range considered two advantages and two disadvantages, there were many candidates who considered three points, two, one or none at all.

- 4(a) This question concerned the effect of situations on behaviour. For question part (a) candidates were required to consider how the situation may have affected behaviour in each of the four named studies. Many candidates wrote excellent answers scoring maximum 12 marks out of 12. The distinguishing feature of such answers was the ability to state simply and clearly just how the situation of the study affected behaviour. Other candidates did not score marks either through poor examination technique or through knowledge errors. Some candidates, despite full labelling of the examination paper and most likely in receipt of appropriate instruction from teachers, still chose to write about just one of the four named studies and so scored 3 marks of the available 12 at best. Some candidates were able to describe aspects of procedure or results of studies but they were not able to answer the question itself; to 'step back' from pre-prepared descriptions and address the actual question set. For example, for the Rosenhan study there were lengthy descriptions of pseudo-patients faking illness and gaining admission, whilst missing the point that the 'normal' behaviour of the pseudo-patients was interpreted as 'abnormal' simply because they were in a mental institution. Some candidates were unable to answer the question in relation to the Hodges and Tizard study. Here the situation of being institutionalised compared to the control group or restored compared to adopted, led to various differences in social relationships in later life.
- (b) This question part required a brief discussion of four problems psychologists may encounter when they study the effect of situations on behaviour. Many candidates did not score high marks because they failed to explain what point they were making or they failed to relate it to situations. Many appeared to have a pre-prepared list of problems that they intended to include irrespective of the actual question set. For example a candidate may write 'one problem is ecological validity' without any further clarification. Similarly a candidate may write 'this means it lacks validity' also with no expansion. If there was some indication of what validity is, or some reference to why 'it' lacks validity then some marks would be scored. It would help if the comment related to the problem or the example preceding it rather than appearing in isolation. On the other hand there were many candidates who wrote excellent answers that were sufficiently detailed, did make sense, covered a range of problems, provided appropriate examples and had comments that clearly linked with the problem they were discussing.

2542 – Psychological Investigations

Overall the standard of responses was high. The majority of candidates have been prepared well for this examination and are able to describe and evaluate the activities that they have completed.

Some centres are conducting whole class practicals (particularly for Activity D) and whilst not actually prohibited by the specification it would appear that candidates are somewhat disadvantaged by this approach. Procedures are often reported in an anecdotal manner: 'The teacher gave us a questionnaire to complete' and it is not always clear that the candidates fully understand the activity they have taken part in. Suggestions for improvements, for example, are often weak and very general. In contrast, where candidates have had some autonomy in their work and particularly where they have been involved in all aspects of designing and preparing materials they are able to show far more insight into the various issues raised by these activities.

It need not take up an enormous amount of teaching time to allow candidates to design and conduct individual (or small group) research and it would definitely result in greater knowledge and understanding being displayed in the examination.

Finally, candidates are using a range of psychological terminology in their responses. Many candidates do have a good understanding of the terminology that they use but others are using words and phrases such as reliability, validity, demand characteristics, social desirability and experimental bias seemingly at random and without giving any clear indication of understanding.

Comments on the Practical Investigations Folder

Candidates should include details of the activities that they conducted. They should not include any evaluation in this folder. It is also worth reminding centres that the folders should not contain any teacher additions or comments.

The majority of candidates are conducting appropriate activities but examiners are still voicing concerns over the ethics of some activities. Centres are reminded that the ethical guidelines for unit 2543 also apply to this unit. In particular examiners were concerned about studies that used GCSE scores, questions regarding sexual behaviour or criminal activities and studies that may reinforce negative stereotypes such as blondes being less intelligent than brunettes or that women are worse at parking than men. Concern was also raised over the candidate who observed the number of times passengers opened and closed the windows on a long-haul flight.

Activity A

Q1 This could have been interpreted in a number of different ways. Any reasonable interpretation of the question was acceptable although the majority of candidates focussed on whether the questions were completed by the respondent on paper or verbally.

Q2 Most candidates were able to state a general strength and weakness of the way the questions were presented. Most referred to s/w of open-ended or close-ended questions but failed to relate their answer to their own activity. This resulted in 4 marks out of a possible 6.

Q3 Most candidates suggested changing closed questions to open-ended ones or conducting a face to face interview rather than a self completion questionnaire. This question was generally well answered although there appears to be an assumption that interviews result in lower levels of social desirability than self completion questionnaires. Such statements tended to be made with no exception.

Activity B

Q4 This was generally well answered although some candidates gave very general aims such as 'to observe whether males and females behave differently' and such answers were awarded only 1 mark.

Q5 Very few candidates achieved full marks here. Many left out crucial categories (in relations to their aim) such as age or sex. In general terms, categories often lacked definition (for example, stating 'socialising' without defining this) and replication would be difficult.

It is worth pointing out that very simple observations are easier to report accurately and often lend themselves more readily to suggested changes.

Q6a Some candidates offered excellent suggestions here, whilst others failed to answer the question at all. Answers which suggested changes to the sample or other aspects of the study were not awarded marks.

Q6b There was an obvious follow on effect here. If candidates were able to make appropriate suggestions in Q6a they were also able to evaluate the effect of the changes. Candidates who had not offered credit worthy responses to 6a were unlikely to score more than 1 mark here. There is still evidence that some candidates confuse the concepts of reliability and validity.

Activity C

Q7 This was generally well answered with only a very small number of candidates offering alternative hypotheses here. In some cases candidates failed to include both variables in their null hypotheses.

Q8 Most candidates were able to write a clear account of how their statistical analysis led to the conclusion.

Q9a There were strong centre effects here. Very few candidates seemed to understand that the question referred specifically to experimented design rather than procedure. Examiners awarded one mark for naming the experimental design and

one mark for describing this. If candidates gave descriptions of design in a longer description of procedure they were credited with one mark.

Q9b As above. If candidates had been prepared for this question they were able to score full marks.

Activity D

Q10 This question was generally well answered although many candidates scored 3 marks out of a possible 4 due to leaving out crucial information. For example, procedures were often not replicable as details of the variables were not given, with candidates simply saying 'we gave them one test and then the other'

Q11 Most candidates were able to offer two improvements although for full marks these needed to be clearly outlined. For example suggesting that 'you should test more participants' would have been awarded one mark.

Q12 Some good answers but again a tendency for candidates to be over general and this resulted in losing the top marks. Many candidates used a variety of terminology without any indication that this was understood.

2544 - Psychology and Education

General Comments

The paper produced a full range of responses. Candidates made few rubric errors and there were few cases of candidates running out of time. On the whole, Section B questions were more structured and considered than the Section A questions. Better candidates showed evidence of good preparation for the Section B essays as well as a confidence to manipulate the material in order to answer a section A question most effectively. Weaker candidates tended to struggle to answer questions with relevant information. Similar to the June 2004 session, a notable number of candidates did not fully differentiate between questions requiring description and questions requiring evaluation. The injunction “describe” targets AO1 skills, i.e. the candidate’s knowledge and understanding; “evaluate” targets AO2 skills i.e. evaluative, critical and analytical skills. Unfortunately, some candidates wrote descriptions of studies and theories in part (b)s with barely discernable or even no evaluation. Such answers received very little or no credit.

Comments on Individual Questions

1 (a) Generally, this question produced quite strong answers. The majority of responses, unsurprisingly, described IQ testing as the chosen psychometric test. Occasionally, candidates chose other possibilities, such as the Myers-Briggs Type Indicator. Answers were often well detailed and demonstrated strong understanding.

1 (b) Candidates’ answers often showed good question focus, explaining limitations of psychometric testing such as cultural bias, problems with the validity and reliability, negative implications such as labelling or effects upon self-esteem. Stronger candidates’ responses demonstrated a good understanding of such issues and elaborated points coherently and with use of examples. Weaker responses often lacked detail or discussed the limitations of self-report more generally.

2 (a) On the whole, this question was less successfully answered by candidates than question 1. Better responses described explanations or causes of ADHD, the role of teachers or home life in disruptive behaviour with reference to psychological research. A number of candidates chose merely to describe ADHD without reference to any explanations for ADHD.

2 (b) This question required candidates to evaluate explanations for disruptive behaviour. Better candidates showed good question focus, selecting material judiciously. Such responses often referred to the validity of explanations, their explanatory power, whether such explanations were useful or had positive or negative implications for students and teachers. Many candidates read the question simply as “tell me some more explanations of disruptive behaviour” and offered little or no evaluative comment. Such answers failed to attract much credit. As a consequence, on the whole, this question was less well answered than question 1.

3 (a) Generally, this question was well answered. The majority of candidates who attempted this question showed an understanding of all three perspectives targeted in the specification (behaviourist, cognitive and humanist) and successfully communicated applications of the perspectives. Weaker candidates’ responses

lacked detail or demonstrated some confusion between the different perspectives. Only a very small minority of candidates failed to describe applications of the approaches.

3 (b) Stronger candidates selected appropriate evaluation issues, such as the implications or effectiveness of such applications, providing a strong structure and framework for sometimes detailed analysis of the merits and pitfalls of the various approaches. Responses varied enormously in the level of detail offered for any evaluation. Plainly, more elaborated evaluations attracted better marks in terms of "Evidence" and/or "Analysis"

3 (c) There was a wide range of, often interesting, responses for this question. Answers were frequently based on discovery learning, expository learning or scaffolding. Stronger answers successfully related such suggestions to the scenario of teaching first time psychology students and successfully provided a rationale for the suggestion. A small number of responses failed to successfully identify a cognitive application, offering instead unambiguously behaviourist suggestions.

4 (a) For the individual differences in educational performance question, typically, candidates wrote about gender, ethnic and class differences along with possible explanations for such differences. Often, the level of detail was impressive. Occasionally, candidates wrote only about individual differences without any explanation, saving explanations (e.g. possible brain differences, curriculum or assessment bias etc) to describe in part (b). This was a flawed strategy.

4 (b) The selection of evaluative issues was essential for the success of the answer. Stronger responses considered the implications for students and teachers, the usefulness of applications arising out of such research, the reductionism or holism of a theory or explanation. Weaker candidates wanted to shoe-horn the research into their favourite issues, for example, "evaluating" evidence according to whether it accounted for "individual differences". This rarely constituted effective evaluation for this topic area.

4 (c) Candidates were required to suggest one way of improving performance of males in English. Frequently suggestions centred upon single-sex groupings, having male English teachers as role models, or using more male-oriented texts.

2545 - Psychology and Health

Question 1

- (a) Outline one lifestyle characteristic that influences health behaviour.
- (b) Evaluate how much lifestyle affects a person's health.

This section of the specification has a mixture of concepts attached to it and the examiners accepted any of these as a reasonable answer to this question. The concept of lifestyle is difficult to define even though it is a very well used term. It is possible to see lifestyle as a choice made by individuals and groups or as the circumstances in which they find themselves. Candidates commonly took the latter view and described poverty as a lifestyle characteristic and correctly noted that it is the best predictor of morbidity and mortality. One of the most effective ways to answer part (a) was to identify one piece of evidence or study that illustrated the effects of poverty on health and health behaviour. An alternative approach to the question looked at choice issues such as diet or smoking and identified how they can influence health. Other candidates described health belief models or other cognitive explanations of health behaviour. All these responses were able to gain credit if they were described with a reasonable degree of accuracy and understanding.

The second part of this question posed more problems for the candidates because they often did not directly answer the question. The request is for an evaluation of *how much* lifestyle affects health. The answer would best be answered with some comment such as 'a lot' or 'a little'. Some estimate of quantity is required to give a full answer. It might well be that lifestyle is not the key issue in many health conditions and it might make no difference to our life expectancy if we eat chips everyday and wash it down with lager. There is a debate to be had and the truth of the matter is that it is very hard to get the hard evidence to make any firm conclusions. Most candidates gave answers that looked at examples of lifestyle effects on health without ever evaluating them or estimating their effect.

Question 2

- (a) Outline one study that shows how accidents can be reduced.
- (b) Discuss the difficulties in reducing accidents and promoting safety behaviours.

Most candidates who attempted this question were able to describe a study that shows how accidents can be reduced. A popular response was the study by Cowpe on advertising campaigns designed to reduce the incidence of chip pan fires. Some candidates took a more general study on accidents and showed how we can draw conclusions from it to reduce accidents. Candidates who described several studies were given a mark for the best one.

Many candidates answered the second part of the question by describing more studies of accidents and risk taking behaviours. Sometimes they made good points but did not develop them as well as they might, for example, 'many people don't report accidents' which could have been followed by an explanation but often wasn't. There are general difficulties in changing behaviour such as the various factors that keep our behaviours in place such as habit, peer pressure, social conformity, etc. There are also some extra problems with accidents in our limited knowledge of these events.

Question 3

- (a) Describe what psychologists have discovered about measuring and improving adherence to medical requests. [10]
- (b) Evaluate what psychologists have discovered about measuring and improving adherence to medical requests. [16]
- (c) A surgery finds that parents are not bringing their babies for immunisation. Suggest how health workers can encourage parents to follow medical advice and have their babies immunised. Give reasons for your answers. [8]

This question has a wide range of material to draw on. Like health promotion the issue of adherence runs through the whole model. The question specifically asks about measuring and improving adherence and candidates needed to address this request in order to obtain full marks. This did not mean that they had to describe studies that specifically examined these issues, but they did have to show how the evidence they were describing could be used to comment on the issues. As ever with these questions, candidates were able to get full marks by describing three pieces of evidence, using a range of appropriate psychology terms and concepts and showing a reasonable level of understanding. Many candidates were able to get 8 or more marks out of the 10 available. The most common error was to ignore the question and write down anything they knew about adherence answering the question 'why do people fail to adhere?' This question requires candidates to draw on the same material but also spend a second or two reading the question and considering how to answer it.

The most common evaluation pattern was to identify three or four evaluation issues and then connect them to the issues in the question. A less common way of evaluating the material was to look at the effectiveness of measurement techniques and improvement techniques. In many respects this is a more direct answer to the question and some candidates were able to make this argument very effectively.

The most popular suggestion for improving compliance was fear appeals. If this was described and justified effectively then candidates could get good marks for this. More thoughtful approaches noted that the common reason for not attending for immunisation is, in fact, fear so fear reduction might be the thing rather than fear creation. Many candidates took a scatterbomb approach and suggested a battery of interventions to promote immunisation. The better answers were able to provide a coherent description of how the intervention would be applied and justify why it was a good choice.

Question 4

- (a) Describe what psychologists have found out about why people use and abuse substances. [10]
- (b) Evaluate what psychologists have found out about why people use and abuse substances. [16]
- (c) A celebrity footballer has a serious alcohol problem and despite several attempts to stop he is commonly found drinking alcohol. Suggest **one** technique that will help him reduce his drinking. Explain why you think this technique could be successful. [8]

There is a lot of material to choose from when attempting a question like this. Why do people abuse substances? The answers can be physiological, e.g. reinforcement centres in the brain, or social, for example the pressure of peers, or psychological, for example to dull the pain of marking several hundred examination papers. The better

answers were able to offer three or more explanations and provide appropriate psychological concepts and studies. Weaker answers were on the lines of 'anything I know about substance abuse' without considering the request in the question. Better answers followed an argument appropriate to the assessment request.

Evaluations commonly followed the regular pattern of issue – explanation – example – comparison. Many of the issues were methodological and these can often be used to good effect as long as they apply to the studies under investigation. Weaker answers tend to name evaluative issues without fully describing them or showing how they can be used to comment on the evidence. The bottom line answer to this question is that we know relatively little about why people abuse substances. If we did then we could do more about it and people would be able to stop abusing.

The celebrity footballer was offered a wide range of treatments for his alcohol problem from counselling through to aversion therapy. The questions asked for only one suggestion so candidates who offered several suggestions received marks for just the best one. Better answers described a plausible intervention and were able to provide a coherent rationale.

2546 - Psychology and Organisations (Written Examination)

General Comments

The small number of candidates attempting this paper has made it difficult to generalise from a wide range of marks. All questions were attempted although there was a preference for questions 2 and 3. Both sections were successful in allowing pupils to provide a range of responses that enabled their psychological knowledge to gain credit. Candidates that apply, rather than replicate knowledge are able to score higher marks. Some candidates are still answering Section A part b questions in a similar style to that required for Section B part a. This does not have an effect on the Section A marks-in fact they often do well here, the impact though is to reduce the amount of time they can spend on Section B and therefore the marks for this section. Centres would be advised to encourage their candidates to provide a clear rationale for the inclusion of psychological knowledge, especially in Section B, where this can be list like and formulaic. Low scores were often due to an apparent mis-reading of the question(s), for example 1 (a) had too many responses about stress in general and not related to a cause of stress in the workplace as the question requested.

Comments on Individual Questions

Q No)

- | | | |
|---|-----|--|
| 1 | (a) | Good answers attempted to define work place stress and linked this to the request of identifying the cause of the stress. The psychological knowledge tended to indicate personality and environmental issues |
| 1 | (b) | This question was often answered well as candidates were familiar with the difficulties of agreeing what a stressor was and how these could be isolated from other factors. General methodological issues were acceptable as long as a clear link to stress was made, i.e. in the use of questionnaires or self report. |
| 2 | (a) | This was a popular answer and allowed many candidates to express their knowledge in relation to a famous person, some were trapped into being anecdotal due to the lack of psychological knowledge. The better answers identified a theory of leadership and then chose an example to highlight this. Credit was given to those candidates who referred to leadership styles. |
| 2 | (b) | This question was a good discriminator and ranged from accounts of why it was useful to categorise leaders to those that were more developed and discussed linking leadership styles to task requirements. A few really strong answers used the understanding to 'diagnose' ineffective organisations. The high scoring responses also contrasted the value of the different theoretical assumptions such as 'Great Man' and contingency theories. |

- 3 (a) This was a popular Section B question and many candidates wrote up all they knew about job selection; this enabled them to gain high marks for concepts and terminology but the evidence and understanding was lacking. Candidates needed to provide some rationale for the description of psychological evidence, for example choices that reflect psychometric and personality testing, interview procedures etc. The defining/identification of the issue was stronger than the provision of evidence, this causes the marks for evidence to be lower when candidates 'obviously know'. The marks for understanding come from the expansion of complex points and providing a well structured answer, this aspect could be developed by many candidates to prevent them writing 'all they know about'.
- 3 (b) Too many candidates repeated 3a and did not evaluate. It is worth stressing to students to read the full question (a, b and c) before proceeding. Many students had a clear understanding of evaluative issues and could use this to good effect. Students still need to be encouraged to be clearer about the **compare** and **contrast** area of analysis. The evidence base for this question is particularly strong...ethnic bias, gender stereotyping and the reliability of the selection process but was not seen as regularly as would have been anticipated. Some candidates dwelt for too long on one evaluative issue, rushing the subsequent areas covered, therefore affecting their range of answers. Also some candidates appeared to be producing a patented 'evaluation' answer without applying this to the question, therefore providing a general summary of evaluation issues that has little or no focus. Many candidates concentrated on usefulness to the exclusion of other issues. The better answers raised an evaluative issue, ethnocentrism or reliability, then selected evidence to highlight the points and subsequently compared and contrasted this to develop the issue raised. Attention must also be given to the construction of the answer and more candidates would be advised to plan their answer before putting pen to paper.
- 3 (c) Many useful suggestions but again candidates have to be cautioned about listing all they know. In questions like these it is advisable to identify what skills and attributes are required and then to apply psychological knowledge to suggest a suitable selection procedure. Candidates who do this are likely to score highly as their answers will be relevant and have a psychological rationale.
- 4 (a) This was the most popular Section B answer. Generally well answered, allowing candidates to present a wide range of suitable material. The 'old favourites' were very much in evidence; Maslow, Herzberg, McClelland, Locke and Latham etc. Some candidates spent too long on all the stages of Maslow's theory and this prevented a good selection of concepts. The link to the workplace was forgotten by too many candidates, where as it is acknowledged that many theories are applicable to a range of contexts they need to justify the selection of theory. This indicates understanding and enables higher marks to be accessed. Candidates need to be aware of the same general issues mentioned in 3 (a) although this question did produce more confident responses.
- 4 (b) Similar issues to those in 3 (b) and again the opportunity of using a strong evidence base was missed. Some answers appeared to follow a formulaic response by identifying evaluative issues and then applying them to the evidence from the studies. A stronger technique would be to evaluate the evidence, say Maslow, to identify issues and to repeat this with a variety of studies and then to compare and contrast. It appeared as if some candidates **had to** find ecological validity, rather than seeing if it was indeed an issue.
- 4 (c) Similar issues to 3 (c).

2547 - Psychology and Environment (Written Examination)

General Comments

Despite the majority of candidates having studied A2 for only five months, the overall standard was good with a number of candidates achieving very high marks. There were a small number of rubric errors where some candidates answered more than one question from a section and a few candidates clearly ran out of time and failed to complete the required number of questions. A Centre effect was evident in that some Centres had better prepared their candidates to meet the requirements of the mark scheme. Section A questions showed a wide variation in quality of answers whereas Section B answers were less variable with candidates evidently better prepared for this section.

Comments on Individual Questions

Q No)

Section A

- 1 (a) Question 1 generally proved to be more problematic than Question 2 although some candidates produced excellent responses to this question. However, for 1(a) some candidates failed to read the question carefully and described a study on the effect of noise on social behaviour rather than effect of noise on performance or health. A few candidates described evidence on the positive effects of music.
- (b) Although this produced some very thorough detailed responses, the question was poorly answered by some candidates. Problems were that a number of candidates failed to evaluate methods used to investigate the effects of noise and instead evaluated issues e.g. ethics, ecological validity, which sometimes were and sometimes were not made relevant to methods; some candidates only evaluated the method of the study they had described in 1(a); some candidates merely described a number of methods without offering any evaluation; some gave a general evaluation of different research methods but without linking them to research into effects of noise.
- 2 (a) Overall this was generally well answered with almost all candidates describing a relevant study on climate/weather. A small number of candidates merely described a study (e.g. lab study with differing temperature conditions) without making the question relevant to climate/weather.
- (b) This was less problematic than 1(b) with the majority of candidates discussing a number of difficulties in investigating the effect of climate/weather on behaviour and linking points to the topic area.

Section B

- 3 (a) This was the more popular of the two Section B questions and was generally well answered. Some candidates failed to describe both personal space and territory studies, often restricting their answers to personal space studies only. Some candidates failed to distinguish between personal space and territory and referred to them as one and the same thing throughout the question.
- (b) Candidates were often well prepared for this section and produced some excellent answers analysing the evidence from the topic area in relation to a number of issues. However a Centre-effect was evident in that some Centres were less well prepared in meeting the requirements of the mark scheme.
- (c) This question asked candidates how to reduce the effects of personal space invasion on a crowded train. Some innovative and some practical suggestions were offered, often drawing on evidence from other areas in Environment.
- Candidates often lose marks on the Section B part (c) question because they fail to link their suggestion(s) to research/evidence and fail to give a clear rationale for their suggested application.
- 4 (a) This was less popular than Question 3 but generally answered well. However a number of candidates confused topic areas and wrote about Density and Crowding studies therefore failing to gain any marks for this section.
- (b) See 3(b) comments
- (c) This question asked how to deal with a crowd in an emergency situation and a number of candidates merely discussed dealing with a crowd (e.g. giving them identity badges, use of CCTV – deindividuation) without making the application relevant to an emergency situation.

2548 - Psychology and Sport (Written Examination)

General Comments

The performance of candidates in this examination represented the wide range of abilities, and appeared to be fair, presenting no consistent confusion or difficulty. There were fewer marks at the very top of the ability range.

Most candidates referred to psychological theory, evidence and concepts, but to varying degrees of detail, accuracy and breadth. Too many candidates failed to use their psychological knowledge in reference to sport. Once again, the evaluation sections were the greatest means of differentiation. Reading and responding directly to the requirements of the question was another means of differentiating, such as weaker candidates omitting reference of psychological material to the sporting context. Many centres had prepared their candidates well, and understanding beyond a formulaic response had generally improved. There were very few rubric errors. In general, most candidates who were well prepared seemed comfortable with this paper.

Comments on Individual Questions

Q1 Clearly the more popular section A question to answer. It seems that candidates were confident in their knowledge of aggression and wanted to 'churn out' what they knew. The requirement for a specific response to **measurement of aggression** was less consistently addressed.

Q1a Better answers extended to physiological as well as psychological measures of aggression, and how these could be applied to a sporting context. Weaker answers outlined theories of aggression and/or referred to studies, such as observation in Bandura's work, without relating it to sport.

Q1b Better responses identified issues clearly and evaluative comments were relevant and specific. Many weaker candidates, to continue the theme from above, wanted to evaluate theories and studies without reference to measures of aggression in the sporting context. Again, Bobo featured heavily and often without relevance.

Q2 A less popular question, but for those who answered it, marks were generally better for both parts (a) and (b). Candidates seemed to understand the demands of the question much better and applied it more effectively.

Q3a Good responses dealt with motivation AND self-confidence (not necessarily in balance), as the question requested. There was detail and clear application to sport. A number of candidates referred to Maslow's hierarchy of needs, or research from 'motivation in the workplace', without referencing it to sport, or even drawing parallels.

Q3b Some good answers which identified explained and related issues to the question. Some centres have moved from the 'formulaic' to the 'well prepared', and these candidates have excelled. Weaker candidates did not clearly identify issues and struggled to identify/evaluate these issues within the evidence they were presenting.

Q3c Generally well answered. Candidates responded well to the question, providing a range of suggestions related to relevant supporting material, most notably the work of Bandura.

Q4a Less well answered, though more popular, than Q3. The main problem was with the shopping list of research which was superficial, lacked detail, churned out with little indication of understanding, and poorly (if at all) applied to the sporting context. Inevitably this applied most blatantly to Lewin, Lippitt and White and Great Man Theory. Both lend themselves to this question, and better candidates used these studies to consider the type and traits of leaders and coaches in sport, often with examples of team captains, coaches etc, as well as the type of leadership styles witnessed in sport, again responses enhanced with explicit exemplification. Such answers received much credit.

Q4b As 3b

Q4c Most students were able to answer with a coaching or leadership style. Better responses *applied* this with realistic and effective suggestions not relevant to the question.

2549 – The Psychology of Crime

General Comments

January's cohort were better prepared and candidates generally seemed stronger than the June 2004 group. Answers covered the whole range of marks. Unfortunately, there are still many candidates who rely on anecdotal answers which seem to have almost no psychology at all. Centres are using prepared answers extensively which may help the weakest candidates pick up AO1 marks but despite their rote learning, they are unable to string together an argument in part (b), instead tending to continue with more descriptive material. In some cases, there was very poor use of English which meant that ideas were hard to follow. It is disappointing that many A2 psychology students cannot spell Freud, Eysenck or psychology correctly!

Comments on Individual Questions

Question 1 (a)

Most candidates gained at least 4 marks for this question by using one study such as the BCS, Riordan, or Donaldson. Some candidates failed to notice that just one study was required and so lost marks by giving several studies very briefly. There are centres which are using the summary of the latest report available on the internet. (www.statistics.gov.uk) For example, it is no longer based on the electoral role and under 18's **are** included. There is also an ethnic booster sample all of which appeared as incorrect evaluative material in some student's papers.

Question 1 (b)

The difficulty with this question was to keep focussed on the **choice** of sample. Many candidates used ethics quite weakly, saying things like 'it would be unethical to interview a victim of crime because you might increase their stress and therefore you should interview other people', which misses the point of doing the research into crime victims, but there were very good responses to this question which looked at geography, lifestyle, gender etc, as key factors influencing likelihood of becoming a victim and thereby influencing choice of sample.

Question 2 (a)

This question was well answered with most candidates able to quote at least two brief pieces of evidence. Weaker responses were characterised by reference to 'canteen culture', or institutionalised racism without any research material to back it up.

Question 2 (b)

Answers to this question were dominated by reference to self-report measures and social desirability bias with surprisingly few answers going into reliability and validity of psychometric tests. Weaker responses tended to rely on IQ rather than personality and using Gould and culturally biased tests rather than the more easily available information on the use of personality tests with the police. Answering the question as set was again an issue here with some candidates ignoring the use of the tests to select police officers.

Question 3 (a)

The answers to this question were generally fairly good and quite wide ranging. Loftus was the favourite piece of evidence for some who spent too long exclusively

on eyewitness testimony leaving other evidence with a passing reference. Some candidates forgot to relate their material to the courtroom.

Question 3 (b)

There was a wide range of answers and success. Competent students had their prepared list of issues and were able to relate them to an evaluation of the evidence. Weaker ones seemed not to understand quite what was required here and were vague and anecdotal, demonstrating poor understanding of psychological terms and concepts. Inappropriate studies were referred to e.g. Zimbardo/Milgram which they tried to evaluate, but not in connection with what was required by the question. The application to the courtroom often got lost, as did differences between the US and the UK. There is confusion about reliability and validity when used as issues.

Question 3 (c)

The full range of responses was seen here as some candidates concentrated on accuracy, or confused interviewing prior to the courtroom with the actual procedure in the court. Weaker candidates got distracted by child abuse issues and talked about playing with dolls etc. but without applying it to making it easier for a child to give evidence. There were fewer responses to this question using psychological evidence than to question 4 (c). There were also excellent answers well supported by Ross, Poole etc.

Question 4 (a)

This was the most popular section B question. Once again there was a predominance of answers using Sheldon and Lombroso with half the available time being devoted to describing their ideas. This was credited but it would be more helpful for candidates to have more recent evidence which is not already discredited in the literature. It is a bit like continuing to teach students an outdated idea in physics or biology. Around the same time as Sheldon and Lombroso were putting forth their ideas it was thought that going more than 30 mph was impossible for the human body to survive or that tobacco was good for you! Encourage candidates to learn the full range of modern biological, psychological and some partly socio-psychologically based research.

Question 4 (b)

There was much evidence of the prepared list of evaluative issues which did not always help the weaker candidate who still tended to carry on describing research rather than evaluating. A weak candidate can name an issue such as a small sample and say it is a weakness but then fails to explain what this means for the research. Reductionism is not always applied correctly and is more often used as a criticism than strength of a piece of research when it can be either. The Nature/Nurture debate is often used descriptively rather than as an evaluative issue e.g. Farrington's is a nurture study rather than going into the difficulty of separating nature from nurture in a study such as this.

Question 4 (c)

The majority of candidates failed to address the recidivism aspect of this question, instead commenting on why someone might become criminal in the first place. Implicit reference to recidivism was credited where it was reasonably obvious without doing work on behalf of the candidate. It worked well to differentiate the best candidates who were able to cite much evidence from across the specification to explain the repeated offences of the burglar. Some candidates chose to write their answer as an address to a courtroom but this was not a requirement.

Advanced GCE Psychology (7876/3876)

January 2005 Assessment Session

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2540	Raw	60	46	40	34	29	24	0
	UMS	100	80	70	60	50	40	0
2541	Raw	50	35	31	27	23	20	0
	UMS	100	80	70	60	50	40	0
2542	Raw	50	41	37	33	29	26	0
	UMS	100	80	70	60	50	40	0
2544	Raw	50	37	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
2545	Raw	50	37	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
2546	Raw	50	38	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
2547	Raw	50	37	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
2548	Raw	50	36	32	28	24	20	0
	UMS	100	80	70	60	50	40	0
2549	Raw	50	39	35	31	27	23	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	6.7	28.1	59.0	84.2	97.0	100.0	412
7876	6.2	33.3	60.5	87.7	97.5	100.0	83

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