

Psychology

Advanced GCE A2 7876

Advanced Subsidiary GCE AS 3876

Mark Schemes for the Units

June 2007

3876/7876/MS/R/07

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Advanced GCE Psychology (7876)

Advanced Subsidiary GCE Psychology (3876)

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Mark Scheme 2540
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions for Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Cognitive Psychology**1 From the study by Loftus and Palmer on eyewitness testimony:****(a) Identify two of the verbs used to describe the car accident seen in the films. [2]**

Any two from: hit, smash, collided, contacted, bumped.

1 mark each

Other appropriate answers

1 mark each

(b) Outline one explanation for the different speed estimates given by the participants. [2]

The participants may not have actually remembered the speed the cars were travelling at but gave an answer in accordance with the verb used in the question. (Demand characteristics), actual changes in memory, people are bad at estimating speed.

Other appropriate answers

2 marks

Partially correct answer: finding: harsher the verb faster the speed estimate **1 mark**

2 In his review on the perception of pictures Deregowski suggests that pictures do not offer a universal language for people of different cultures. Describe ONE finding from the review which would support this claim. [2]

Any one from: different responses detailed in: the stories by missionaries, the Hudson antelope/hunter picture, the trident illusion, the cube construction, the preference for split style drawings.

Other appropriate answers

2 marks

Partially correct answer: conclusions eg Africans did not perceive in 3D

1 mark

3 In the study by Gardner and Gardner Washoe used several combinations of words. Identify TWO of these combinations. [2]

Any two from: gimme tickle, open food drink, please open hurry, gimme drink please, go in, go out, go sweet, open flower, open key, listen eat, listen dog, open out. (order not important)

1 mark each

4 Baron-Cohen, Leslie and Frith used three control questions in their study on autism. Outline TWO reasons why these control questions were used. [4]

Any two from: the memory question to make sure that the children could remember what had happened in the experiment, the naming question to make sure that the children knew which doll was which, or the reality question to check that the children knew where the marble really was.

Other appropriate answers

2 marks each

Partially correct answer: eg general answer such as to check understanding, without specific reference to study, identification of questions ie naming, reality, memory.

1 mark each

Development Psychology

5 Suggest ONE ethical issue raised in the study by Freud on little Hans. [2]

Any one from: protection, privacy, withdrawal, consent **2 marks**

Other appropriate answers **2 marks**

Partially correct answer: identification without explanation **1 mark**

6 From the study by Samuel and Bryant identify TWO factors that were found to affect the children's ability to conserve. [2]

Any two from: materials used (mass, volume, number), age of the child, one or two

question version of the test, seeing the transformation. **1 mark each**

Other appropriate answers **1 mark each**

7 From the study by Hodges and Tizard on social relationships:

(a) Identify TWO characteristics that were used to match the comparison groups with the ex-institutional adolescents. [2]

Any two from: age (16), sex, one or two parent family, occupation of main breadwinner, position in family. Same sex classmate, nearest in age

Other appropriate answers **1 mark each**

(b) Outline ONE limitation of establishing a comparison group at the age of 16 in this study. [2]

Any one from: no control over children's previous experiences, difficult to match variables eg different backgrounds. **2 marks**

Other appropriate answers **2 marks**

Partially correct answer: lack of explanation **1 mark**

8 Outline TWO controls used by Bandura, Ross and Ross in their study on the imitation of aggression. [4]

Any two from: matched groups design, observation checklist, double blind design, standardised procedure, size of bobo doll, pre-levels of aggression, aggression arousal

2 marks each

Other appropriate answers **2 marks each**

Partially correct answer: identification without description **1 mark each**

Physiological Psychology

- 9 Briefly describe one of the tests carried out on the split-brain patients in the study by Sperry. [2]**

Any one from: Description of Visuo-tactile, speech, writing, visual tasks **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: identification with no description **1 mark**

- 10 From the study by Schachter and Singer on emotion:**

- (a) Describe the findings for ONE group of participants. [2]**

Any one from: explanation of findings for epi-ignorant, epi-informed, epi-misinformed, placebo group (identify group and finding) **2 marks**
 Partially correct answer: brief or vague answer **1 mark**

- (b) Explain how ONE finding from the study supports the two-factor theory of emotion. [2]**

Any one from: findings from any of the conditions related to two factor Theory, situation, arousal, cognitions **2 marks**
 Partially correct answer: brief or vague answer (only one factor) **1 mark**

- 11 Explain ONE way in which the study by Raine, Buchsbaum, and LaCasse on brain abnormalities in murderers is reductionist. [2]**

Any one from: studying the act of murder by looking at brain abnormalities, the use of equipment cannot be generalised to all murderers **2 marks**
 Other appropriate answers **2 marks**
 Partially correct answer: brief or vague answer, definition of reductionism **1 mark**

- 12 From the study by Dement and Kleitman on sleep and dreaming outline TWO conclusions that can be drawn from the table of results below: [4]**

Any two from: more dreams were reported during REM indicating relationship between REM sleep and dreaming, some dreams occurred during N-REM sleep indicating an inconclusive relationship between REM sleep and dreaming, there are vast individual differences in the amount of dreams individuals have **2 marks each**
 Other appropriate answers **2 marks each**
 Partially correct answer: brief or vague answer or finding **1 mark each**

Social Psychology

- 13 From the prison study by Haney, Banks and Zimbardo, explain what is meant by the 'dispositional hypothesis'. [2]**

The idea that behaviour of prisoners and guards is determined by the personality/nature/traits,

2 marks

Other appropriate answers

2 marks

Partially correct answer: opposite of situational hypothesis, not related to study

1 mark

- 14 Outline ONE weakness of the sample in the subway Samaritan study by Piliavin, Rodin and Piliavin. [2]**

Any one from: lack of control over individual differences of participants, inability to get consent, difficult to debrief. Also all from same area of America-affects generalisability

May have seen experiment before.

2 marks

Other appropriate answers

2 marks

Partially correct answer: identification without explanation

1 mark

- 15 From the study by Tajfel on intergroup discrimination:**

- (a) Describe ONE way intergroup discrimination was demonstrated in this study. [2]**

Any one from: allocating fewer points to member of out-group in intergroup choices (maximum in-group profit) Exp 1, allocating fewer points to own group in order to give other groups less (maximum difference in favour of the in-group) Exp 2, **2 marks**

Other appropriate answers

2 marks

Partially correct answer

1 mark

- (b) Suggest ONE way in which the intergroup discrimination found in this study could be explained. [2]**

Any one from: in group/out group theory, Social Identity theory, 'them and us' mentality, demand characteristics ie the experiment led the participants to discriminate, competition, school boys compete

2 marks

Other appropriate answers

2 marks

Partially correct answer

1 mark

- 16 From Milgram's study on obedience:**

- (a) Identify TWO findings from the study. [2]**

Any two from: extreme signs of tension shown by the participants sweating, trembling, digging nails into flesh. 65% obedience, 35% were not obedient, participants looked to the experimenter for support/instruction on what to do, participants were glad to have taken part

1 mark each

Other appropriate answers

1 mark each

- (b) Suggest how the findings from this study could be used to explain ONE example of obedience outside the laboratory. [2]**

Any one example from everyday life. Could include: reference to Holocaust or other event in history or every-day example, reference to obedience/authority figure

2 marks

Other appropriate answers

2 marks

Partially correct answer

1 mark

Individual Differences

- 17 In the study by Hrabka and Grant the black children showed greater preference for the black doll than those in the earlier study by Clark and Clark. Suggest ONE explanation for this finding. [2]**

Any one from: black pride movement, black dolls more common

2 marks

Other appropriate answers

2 marks

Partially correct answer: identification without explanation

1 mark

- 18 From the study by Rosenhan (on being sane in insane places), explain ONE disadvantage of conducting a field experiment. [2]**

Any one from: lack of control over variables, ethics-no consent, withdrawal etc, not replicable

Other appropriate answers

2 marks

Partially correct answer: disadvantage not related to Rosenhan study

1 mark

- 19 The review by Gould outlines Yerkes use of IQ tests to measure intelligence:**

- (a) Outline ONE strength of using quantitative data to measure intelligence. [2]**

Any one from: can compare people easily, less interpretation required to analyse, more objective, less bias in analysis, quick, must be linked to intelligence.

2 marks

Other appropriate answers

2 marks

Partially correct answer: strength not related to measuring intelligence

1 mark

- (b) Outline ONE weakness of using quantitative data to measure intelligence. [2]**

Any one from: reductionist measure of intelligence, may not be valid, may lead to scientific racism where races are compared/discrimination linked to intelligence

Other appropriate answers

2 marks

Partially correct answer: weakness not related to measuring intelligence

1 mark

- 20 Outline TWO differences found between the personalities of Eve White and Eve Black in the study by Thigpen and Cleckley on multiple personality disorder. [4]**

Any one from: IQ differences, memory differences, projective test differences, EEG, observed differences by therapist eg dress, mannerisms

2 marks each

Other appropriate answers: must be able to identify difference

2 marks each

Partially correct answer: identification without outline

1 mark each

**Mark Scheme 2541
June 2007**

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Section
A

1 **Psychological research is often carried out in laboratories using specialised apparatus and complex recording devices.**

Named studies: Dement and Kleitman (**sleep and dreaming**)
Raine, Buchsbaum and LaCasse (**brain scans**)
Sperry (**split-brain**)

(a) **Describe the way in which the equipment was used to collect data in your chosen study.**

AO1

Emphasis is on detail of chosen core study.

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

Dement: EEG (electroencephalogram) electrodes attached to scalp AND near eyes. EEG records brain waves – REM & NREM identified.

Raine: use of PET scan (positron emission tomography) uses radioactivity (injected) to label blood, blood sugars or neurotransmitters such as dopamine. P's lie in scanner. Recorded metabolism in 14 areas of brain.

Sperry: 1. equipment for studying lateralisation of tactile, visual, lingual & associated functions; 2. equipment to measure visuo-tactile associations.

No answer or incorrect answer 0

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

Description is accurate with increased detail. Some understanding evident. 3-4
Expression and use of psychological terms is good.
3 = maximum mark if there is no reference to any equipment.

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

max mark 6

(b) **Briefly discuss two advantages and two disadvantages of using this equipment in your chosen study.**

AO2

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

Assessment includes advantage/disadvantage, example and comment

Important note: As candidates are required to **discuss**, advantage/disadvantage must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.

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

Adv: complexity of data obtained impossible without equipment.

Adv: equipment produces reliable results.

Adv: objective data, no subjective bias. Allows statistics.

Disadv: data open to misinterpretation.

Disadv: equipment sensitive & can be influenced.

Disadv: discomfort for participant; low ecological validity.

For each point up to a maximum of FOUR points

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

- (c) **Suggest one way in which data could have been gathered for your chosen study without the use of this equipment and say how you think this might affect the results.**

AO2

Answers must be specific to chosen core study.

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

No answer or incorrect answer.	0
Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	1-2
Relevant alternative described in appropriate detail with understanding of implications.	3-4
<i>How this might affect the results</i>	
Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension).	1-2
Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured.	3-4
max mark	8

2 **A number of studies in psychology take a developmental approach which looks at how thoughts, feelings and behaviour develop.**

Named studies: **Samuel and Bryant** (conservation)
Bandura, Ross & Ross (aggression)
Freud (little Hans)

(a) **Describe what your chosen study tells us about development**

Emphasis is on detail of chosen core study.

AO1

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

Samuel: conservation (and all aspects) improves with age.

Bandura: children learn from adult models, observed behaviour may well be copied.

Freud: Oedipus complex as a stage of psychosexual development

No answer or incorrect answer 0

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

Description is accurate with increased detail. Some understanding evident. 3-4

Expression and use of psychological terms is good.

3 = maximum mark if no reference is made to development.

Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. 5-6

For 6 marks quality of written communication must be very good.

max mark 6

- (b) Briefly discuss four problems of studying development using examples from your chosen study.

AO2

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

Assessment includes problem, example and comment

Important note: As candidates are required to **discuss**, problem must be explained and not merely identified, example must be explained and not just stated; comment must be explained or show understanding and not just stated.

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

Problem: Children are children and not adults – we can't generalise from their behaviour. We should not assume that what they do as children will be what they do as an adult.

Problem: Children cannot communicate their thoughts and feelings clearly. They may become confused and may misinterpret what is required. Eg asking only one question.

Problem: May be problems of interpretation. Experimenters may also misinterpret what a child intends. Eg Hans' father and/or Freud.

Problem: Children cannot give informed consent. They may well be studied even though they do not wish to be. They will also not understand that they have the right to withdraw. Eg Bandura.

Problem: Studies on development take time – one way to study development over time is to do a longitudinal study but this takes time or snapshot studies are done comparing one child with another and the children may be different.

For each point up to a maximum of FOUR points

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

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

AO2

*Answers must be specific to chosen core study.
NB candidates may offer more than one suggestion. All marked and best ONE credited.*

No answer or incorrect answer.	0
Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	1-2
Relevant alternative described in appropriate detail with understanding of implications.	3-4
<i>How this might affect the results</i>	
Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension).	1-2
Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured.	3-4

max mark 8

Section B

3 Psychometric measurements (eg intelligence and personality) attempt to give some insight into human behaviour and experience.

Named studies: **Baron-Cohen, Leslie and Frith** (autism)
Hodges and Tizard (social relationships)
Gould (intelligence testing)
Thigpen and Cleckley (multiple personality disorder)

(a) Describe how psychometric measurement is used in each of these studies.

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

Indicative content: Most likely answers (any appropriate answer receives credit):
Baron-Cohen: IQ test to determine intelligence levels of each group. Autism not due to intelligence (Sally-Anne test to be credited).

Hodges and Tizard: used standardised Rutter scales.

Gould: 'intelligence' test to categorise recruits.

Thigpen and Cleckley: IQ test, results of 110 and 104. EEG/ink blot results not psychometric.

No answer or incorrect answer. 0

Identification of point (eg a sentence) relevant to question. 1

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

Description of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are identified. Spelling, punctuation and grammar are good. 3

max mark 12

(b) Briefly discuss two advantages and two disadvantages of psychometric measurement using examples from any of these studies.

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

Assessment includes advantage/disadvantage, example and comment.

Important note: As candidates are required to **discuss**, advantage must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.

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

Adv: The use of standardised measures is objective/scientific not waffly subjective!

Adv: Allows comparisons/generalisations to be made with others on a standardised scale.

Adv: Standardised tests are said to be reliable and valid.

Disadv: People often generalise, may mis-interpret results and/or make ethnocentric assumptions based on test results.

Disadv: The test may not be valid. What does an intelligence test measure?

Disadv: A test may not be culture fair: Not all people may be familiar with the tests or test items.

For each point up to a maximum of FOUR points

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

TOTAL MARKS AVAILABLE 24

4 Some studies in psychology have applications that make a useful contribution to our understanding of behaviour and experience.

Named studies: **Milgram** (obedience)
Tajfel (intergroup discrimination)
Schachter and Singer (emotion)
Loftus and Palmer (eyewitness testimony)

(a) Describe how each of these studies is useful

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

Indicative content: most likely answers (any appropriate answer receives credit):
Milgram: the Germans are not different: Americans in the 1960s obeyed authority too. People obey authority?!

Tajfel: We now know a possible cause of prejudice and discrimination; can do something about it.

Schachter: emotion is complex interaction; people look to others for guidance if unsure; understand why others influence us.

Loftus: leading questions not allowed in court; police should not ask leading questions.

No answer or incorrect answer 0

Identification of point (eg a sentence) relevant to question. 1

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

Description of point relevant to question with analysis (comment with comprehension) OR three or more points relevant to question are **identified**. Spelling, punctuation and grammar are good. 3

max mark 12

(b) Briefly discuss four problems psychologists have when they try to carry out useful investigations using examples from any of these studies.

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

Assessment includes problem, example and comment

Important note: As candidates are required to **discuss**, problem must be explained and not merely identified; example must be explained and not just stated; comment must be explained or show understanding and not just stated.

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

Problem: any study must be ethical – participants should give informed consent and not be deceived. But the study may need to be unethical to provide really useful information.

Problem: The study should be ecologically valid – task and situation should be true to real life. Studies conducted in a laboratory may not be useful as they are low in ecological validity. Studies involving tasks which are not true to real life may be less useful.

Problem: Any study should use representative sample and be generalisable. Useful research should apply world-wide so a potential problem is ethnocentrism.

Problem: Any study should not be reductionist – should not only apply in isolation from other behaviours but in various contexts.

Problem: The sample used may be too small or restricted to males or students. Ensure sample is representative and then useful generalisations can be made.

For each point up to a maximum of FOUR points

No answer or incorrect answer	0
Any one of three [point/example/comment]	1
Any two of three [point/example/comment]	2
All three [point/example/comment]	3
	max mark 12
TOTAL MARKS AVAILABLE	24

**Mark Scheme 2542
June 2007**

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- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

1 Activity A: Questions, self –reports and questionnaires

Give an example of one of your questions. **(2)**

Candidates should give a clear example of a question complete with choice of answers or scale if appropriate. 0 marks can be awarded to a candidate who refers the examiner to their Practical Work Folder.

0 marks the candidate has not provided any creditworthy information. 0 marks should be awarded to candidates who just state the aim of their activity or who refer the examiner to the Practical Work Folder.

1 mark the candidate has given an example of a question but this is incomplete, for example a statement with no indication of how the participant is to respond.

2 marks the candidate has given a clear and complete example of a question.

2 Outline one weakness in the way that you collected the information. (3)

Likely answers include: weaknesses in the questions such as ambiguity or leading questions, weaknesses in the process of collecting information such as participants being able to hear others respond, weaknesses in the sample selection. Answers should relate to the candidate's own investigation rather than to questionnaire / self –report measures in general.

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has identified an appropriate weakness but this answer is general and brief.

2 marks the candidate has identified an appropriate general weakness and has given some further detail. OR the answer is weak / brief but given in the context of the candidate's own activity.

3 marks the candidate has identified and outlined an appropriate weakness and this has been outlined in the context of their own activity.

3 (a) Suggest an alternative way of investigating your aim. (3)

Candidates may choose to suggest alternative questions or types of questions or may choose to suggest a different method such as observation.

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has identified an alternative eg observation but has not given any further detail.

2 marks the candidate has given some detail about their proposed alternative but there are crucial omissions and it would not be possible to conduct this.

3 marks the candidate has given enough detail about their proposed alternative for it to be possible to conduct this.

3 (b) Outline one strength and one weakness with your suggested alternative. (4)

Candidates should outline the strength / weakness in relation to their suggested alternative rather than simply stating a strength / weakness of the proposed method (eg general strength / weakness of observation).

2 marks for strength and 2 marks for weakness.

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has identified an appropriate strength / weakness but this has not been outlined in the context of the proposed alternative.

2 marks the candidate has identified and appropriate strength / weakness and has outlined this in the context of their own investigation.

Activity B: An Observation.**4 Outline the aim of your observation. (2)**

This will most often be stated simply as an aim but it is acceptable for candidates to state that the aim was to 'test the hypothesis that'

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has stated the aim but this is vague or lacks clarity.

2 marks the candidate has stated the aim of their observation clearly and concisely.

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

2 marks for each finding.

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has stated a finding but this is vague or lacks clarity.

2 marks the candidate has stated a clear and concise finding.

6 (a) What is meant by reliability in observational research? (2)

If a measure is reliable, it will give the same (consistent) results if it were to be used again. In terms of observational research, this usually refers to the consistency with which one or more observers use the categories or coding scheme

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has attempted to define reliability but this is vague or lacks clarity or has not been stated clearly within the context of observational research.

2 marks the candidate has provided a clear definition of reliability within the context of observational research.

6 (b) Explain how you could make your observation more reliable. (4)

Likely answers include, piloting the research to ensure that the categories are clearly defined so that an observer will always categorise information in the same way or training observers in the use of the coding scheme before the research starts. Note that checking for inter-rater reliability does not in itself make the observation more reliable. Candidates may discuss one suggestion in detail or may discuss a number of suggestions.

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | the candidate has not provided any creditworthy information or has made a suggestion that does not improve reliability. |
| 1 mark | brief answer. the candidate has a basic understanding of reliability but has not made a clear suggestion as to how reliability could be improved. |
| 2 marks | the candidate has made an appropriate suggestion as to how reliability might be improved but this has not been given in the context of their own observation OR a very weak suggestion made in the context of their own observation. |
| 3 marks | the candidate has made one or more appropriate suggestions as to how reliability could be improved and has made some attempt to explain this in the context of their own observation. |
| 4 marks | the candidate has made one or more appropriate suggestions as to how reliability could be improved and has explained this clearly in the context of their own observation. |

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.

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | the candidate has written an alternate hypothesis, a hypothesis stating correlation rather than difference or has provided no creditworthy information. |
| 1 mark | the candidate has written a null hypothesis (stating no difference or no effect) but the variables are not included. (eg there will be no significant difference in the results or Variable A will not affect Variable B.) OR the candidate has incorrectly written the null (with direction, scores will be the same, for example) but the variables are correct. |
| 2 marks | the candidate has written a null hypothesis with one variable. (eg 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. (eg Time of day will have no effect on the number of words remembered in a memory test). |

8 (a) Outline the conclusion that you reached in relation to your null hypothesis. (2)

Candidates should state a conclusion in relation to the null hypothesis. Answers that make no reference to the null hypothesis will be awarded no marks.

- 0 marks the candidate has provided no creditworthy information. The candidate has provided a conclusion but this is not in relation to the null hypothesis.
- 1 mark the candidate has given a clear statement of acceptance or rejection of the null hypothesis with no conclusion or has made some attempt at stating whether the null hypothesis was accepted or rejected with some attempt at a conclusion OR the candidate has given a conclusion with no statement of acceptance or rejection.
- 2 marks the candidate has provided a clear statement of acceptance or rejection of the null hypothesis with a clear statement of the conclusion.

8 (b) Explain how you reached this conclusion. (3)

Answers that make no reference to inferential statistical analysis will be awarded 0 marks.

- 0 marks the candidate has provided no creditworthy information.
- 1 mark the candidate has given very brief details about the inferential statistical analysis, most likely simply naming which test was used. Lack of understanding evident here.
- 2 marks Reference is made to statistical analysis and the results are given although this answer lacks some clarity and is unlikely to demonstrate understanding of significance levels or probability OR explains use of test but with no numerical values.
- 3 marks reference is made to statistical analysis, the results are given and explained in terms of significance levels and / or probability. There is evidence of understanding.

9 (a) Sketch a fully labelled summary table or graph of your data. (4)

Candidates should sketch the graph or table in their answer book. No credit can be awarded to candidates who refer the examiner to graphs or tables in the Practical Work Folder. The graph or table should be appropriate for the data and should not display raw data. Some form of summary must be included for the candidate to be awarded marks. Tables / graphs should be fully labelled and it should be clear to the examiner what the data is.

- 0 marks the candidate has not drawn a graph or table at all or they have simply produced raw data with no summary.
- 1 mark the candidate has drawn an appropriate graph or table but there are no labels or units and it is not clear what is being displayed, for example neither conditions nor units of measurement are clear.
- 2 marks the candidate has drawn an appropriate table or graph with limited labelling (title, units, axis etc)
- 3 marks the candidate has drawn an appropriate table or graph but there is crucial labelling missing.
- 4 marks the candidate has drawn an appropriate table or graph and both conditions and units of measurement have been clearly identified.

- 9 (b) Outline one conclusion that can be drawn from this summary table or graph. (2)

This should be a conclusion that can be drawn directly from looking at the graph or table and should not refer to conclusions drawn from the statistical analysis. Any appropriate conclusion may be credited.

If candidates have not drawn a graph or table for the previous questions they cannot be awarded any marks here

- 0 marks the candidate has not provided a conclusion or has provided a conclusion that can not be drawn from the graph or table, or simply makes reference to statistical analysis.
- 1 mark the candidate has stated a conclusion but this lacks clarity. For example the candidate simply states that 'participants in condition A did better than participants in condition B' with no further elaboration.
- 2 marks the candidate has stated a clear and well expressed conclusion which can be drawn from the graph / table.

Activity D

- 10 Identify the two variables in your correlation. (2)

1 mark for correct identification of each variable. These should be appropriate for correlation (eg gender is not measured on a continuous scale) and expressed clearly enough for the examiner to understand what has been measured (eg television is not clear enough but 'no of hours spent watching television' would be.)

- 11 Outline how each of these variables was measured. (4)

Candidates should give a brief outline of the measurement of each variable.

2 marks for measurement of each variable.

- 0 marks the candidate has not provided any creditworthy information.
- 1 mark the candidate has provided some creditworthy information but this lacks some detail or clarity (eg the candidate has simply written 'with a rating scale').
- 2 marks the candidate has provided a clear and concise outline of the measurement (eg enjoyment of school was measured by a rating scale from 1-10 where 1 was 'hated school' and 10 was 'loved school').

- 12 Suggest an alternative way in which one of these variables might be measured and outline the effect that this may have on your investigation. (6)**

Candidates may suggest any reasonable alternative method for measuring their variable from changing a rating scale to using a totally different method. They should provide a brief outline of this. NB Examiners should check that the candidates are not discussing different variables from those outlined in 10. One effect may be discussed in depth or several discussed more briefly. Candidates may discuss effects on any aspect of the investigation, for example, making variables easier to measure, making measurement more accurate, allowing for different types of analysis or conclusions, different results etc.

3 marks for suggestion of alternative

3 marks for outline of effect

Alternative

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has suggested an alternative method but this is very brief and has not been outlined. Eg the candidate simply says 'use observation' or 'change the rating scale'.

2 marks the candidate has provided a reasonable suggestion but there is some lack of detail or clarity.

3 marks the candidate has provided a clear and concise suggestion for an alternative way of measuring the variable.

Effect

0 marks the candidate has not provided any creditworthy information.

1 mark the candidate has made very brief reference to one effect but this has not been outlined and the answer lacks detail and / or clarity.

2 marks the candidate has discussed one effect in some detail or more than one effect in less detail but there is some lack of clarity and no direct reference has been made to the investigation OR reference has been made to the candidate's own investigation but the answer is brief and lacking clarity.

3 marks the candidate has discussed one effect in detail or more than one effect in less detail. The answer is clear and there is explicit reference to the investigation.

**Mark Scheme 2544
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions for Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.
(Section 8a – d, page 8)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.
(Section 6a, bullet point 5, page 6)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.
(Appendix 5, para 17, page 26)

Section A

- (a) AO1
(b) AO2

- 1 (a) **Describe one humanistic application to learning in schools.** [6]

The intention of this question is to allow students the opportunity to identify a humanistic application to learning. Candidates may describe a general humanistic perspective such as; taking into account the whole child; considering emotional and social needs; the relationship between teacher and learner; and the learning situation from the learner's experience. Reference is most likely to be made to the work of Rogers and Maslow, although Johnson and Johnson may be quoted in relation to co-operative learning and Goleman could be linked to more emotional factors. General child centred approaches (Vygotsky, Piaget) can be considered as long as the candidate links this to a Humanistic viewpoint.

Weaker responses will be brief, lack detail and show little understanding of humanistic issues. Stronger responses will clearly identify the essential features of a humanistic application such as co-operative learning or emotional literacy to education and relate this to appropriate psychology.

Marks Mark Descriptor

0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by a humanistic application. 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 humanistic approach and suggests an application 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 humanistic application from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- 1 (b) **Discuss the differences between humanistic applications and cognitive or behaviourist applications to learning.** [10]

This question is intended to allow candidates the opportunity to highlight the differences between two major psychological perspectives of learning. Candidates need to do more than describe an application to obtain credit as marks are awarded for discussing the differences. The stronger candidates may well combine description with evaluative issues such as effectiveness, ethical considerations and the implications of applications.

The essential differences are expected to focus upon; the Humanistic view that individuals are important and have different experiences and also consider wider aspects such as emotional well being; the Behaviourist approach considers people and their responses to be more mechanistic and more susceptible to influence from the environment; cognitive perspective highlights the information processing aspect of individuals. The humanistic applications are more child centred than the cognitive theories of Piaget's active learner; Vygotskian ZPD and Bruner's scaffolding. Individual differences are taken into account more by humanistic applications compared to cognitive viewpoints and the behaviourists tend to ignore these individual differences.

Marks Mark Descriptor

0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the differences between the application of two perspectives to learning. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some relevant issues are raised and applied in an appropriate way to the issue of the differences between the application of two perspectives to learning. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the differences between the application of two perspectives to learning. 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 way of creating better environmental conditions for learning. [6]

(a) Brief background to most likely responses

This is a straight forward question that will allow candidates to identify and elaborate on one of many environmental changes that could impact the learning environment. Weaker responses will be brief, lack detail and show little understanding of using the environment to improve learning. Stronger responses will clearly identify environmental features that can be change in order to improve learning and relate this to appropriate psychology.

Most likely answers will describe; seating arrangements and the provision of personal space for pupils to aid concentration and increase participation (Moyles, 1992; Getzels, 1974; Bennet and Blundell, 1983 and Cullingford, 1991); the distribution and organisation of resources to encourage involvement and empowerment(Nash, 1981), reducing background noise to aid academic achievement and understand communications(Edwards, 1997 and Maxwell and Evans, 1997); appropriate lighting to prevent shadows and enable facial expression and body language to be clearly observed and to reduce glare (Ackerly and Lomas, 1998); reduction of class size related to motivation and self esteem. Some answers may be directly related to addressing a certain need, such as those for ADHD and Autistic spectrum children. Consideration will be given to all descriptions that are related to appropriate psychology.

Marks Mark Descriptor

0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by environmental conditions for learning. 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 environmental conditions for learning 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 improving environmental conditions for learning from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- 2 (b) Discuss the difficulties in creating better environmental conditions for learning. [10]

(b) *Brief background to most likely responses*

This question provides the opportunity for candidates to discuss how different age groups, genders and curriculum subjects have differing environmental requirements. There is probably no 'one fit' educational environment. This question provides the opportunity to discuss improving educational performance by selecting an environment that matches the requirements of the learner and the learning task (Fisher and Bryne, 1975). Candidates may also wish to provide answers which would question the causal effect of changing environmental features, this may indeed reflect a general school ethos (Rutter, 1979) of changing environmental conditions. Other areas covered may include; determinism; reliability and validity of the findings and the practical application of regularly changing an environment to meet short term needs.

Marks Mark Descriptor

0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the difficulties in creating better environmental conditions for learning. 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 difficulties in creating better environmental conditions for learning issues are raised and applied in an appropriate way. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulties in creating better environmental conditions for learning. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Section B

Part (a) AO1

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

The question provides candidates with the opportunity to describe a wide range of research related to assessment of educational performance, it is expected that candidates will select research from the following areas; types and limitations of psychometric tests; types of performance assessments at different ages and implications of assessment and categorization.

Most likely descriptions of types and limitations of psychometric tests; Binet and Simon, Terman and Weschler Adult intelligence Scale, Cognitive Ability Test.

Candidates may highlight limitations but these are expected to be dealt with in (b), rather some indication as to the nature and definition of these tests is required.

Most likely descriptions performance assessments at different ages will include, baseline, formative and summative assessment techniques, Criterion and norm referencing may be described in relation to Key Stage assessments

The main issues related to categorization will centre around expectancy effects and probably provide a description of Rosenthal and Jacobson (1966), or lead to a description of their use to stream or set pupils.

Stronger candidates will provide a wider range of psychological evidence that is directly related to the question, weaker candidates will tend towards anecdote with little detail or rationale for their selections.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total 10 marks for question part (a)

Part (b) AO2

- 3 (b) Evaluate what psychologists have found out about assessing educational performance. [16]**

Evaluative points are most likely to come from discussing the limits of psychometric tests and general assessment procedures. Issues raised may include:

Validity of whether the tests are real measures of intelligence, indeed some stronger candidates may discuss the nature of intelligence in relation to testing
 Ethnocentrism, the content of the tests are culture bound (Gould)
 Reliability of the data, due to social effects, developmental issues
 Methodological issues of carrying out the tests
 Gender differences often related to learning style or brain function
 Contextualising the assessment procedure.
 Individual differences particularly related to tests and expectancy effects and age related testing.

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total 16 marks for question part (b)

Part (c)

- 3 (c) It is known that not all students perform well in formal written examinations. Using your psychological knowledge, suggest an alternative assessment procedure. Give reasons for your answer. [8]**

(c) Brief background to most likely responses

The intention of this question is to elicit responses from candidates that justify why a written final exam paper is not the only suitable form of assessment. Most responses that are linked to psychological rationale shall be gain credit; it is the greater level of detail and more confident use of psychology that will distinguish the stronger candidates. Likely responses may suggest the use of criterion referenced assessment via portfolio work; assessment of presentations; greater use of staged assessment, assessment of skills and process by observation or task completion.

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/AO2)

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

Total 8 marks for question part (c)

Section B**Part (a) AO1**

- 4 (a) Describe what psychologists have found out about learning and teaching styles. [10]**

The question provides candidates with the opportunity to describe a wide range of research related to learning and teaching, it is expected that candidates will select research from the three areas within the exam specification; definitions, theories and measurement; individual differences; and improving the effectiveness of learning. Candidates may deal with the three sub-section in each description of a learning style, this is perfectly acceptable.

Most likely responses will refer to:

Curry's Onion Model, with the inner layers being more stable.

Myers-Briggs and links to personality types.

Kolb's learning style inventory.

Visual, auditory and Kinaesthetic styles, may be linked to NLP theory.

Honely and Mumford's questionnaire.

Perspectives on learning may also be suggested when related to teaching style ie.

Behaviorist-teacher centred; cognitive teacher or child centred and humanistic as child centred.

Grasha's six learning styles.

General comments on formal/traditional and informal/progressive styles of teaching and learning.

Stronger candidates will provide a wider range of psychological evidence that is directly related to the question, weaker candidates will tend towards anecdote with little detail or rationale for their selections.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total 10 marks for question part (a).

Part (b) AO2**4 (b) Evaluate what psychologists have found out about learning and teaching styles. [16]**

It is hoped candidates will select a suitable range of evaluative points to discuss. Most likely responses may include:

Validity of the notion of teaching and learning styles?
 Reliability and validity of measurements related to learning and teaching styles.
 General methodological issues related to data collection (likert, self choice, forced choice etc.)
 Reductionist effect of attempting to simplify teaching and learning into observable and measurable criteria.
 Ethnocentric nature of the styles presented.
 Deterministic or labelling effects of judgments made from style measurements.
 Usefulness in applying styles to improve learning.

Stronger candidates will employ a wider range of evaluative issues and effectively analyse them in a detailed manner. Weaker candidates will present evaluations that are superficial and unsubstantiated.

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total 16 marks for question part (b).

Part (c)

- 4 (c) A newly qualified teacher is seeking advice on how to make students' learning more effective. Using your psychological knowledge suggest one strategy that could be applied. Give reasons for your answer. [8]**

This question is seeking to focus on the third sub-section and may elicit responses linked to learning style theories or general study skills. Responses may even be related to theories of memory. Any of the learning styles listed in 4(b) are appropriate in this section, for example candidates may suggest the use of V.A.K. strategies or carrying out Kolb's Learning Inventory to match teaching and learning. Candidates may also indicate the use of a particular perspective; a greater focus on teacher delivery, behaviourist; paying attention to cognitive features-cognitive acceleration; or considering the whole child within a humanistic viewpoint-co-operative learning.

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/AO2)

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

Total 8 marks for question part (c).

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

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

**Mark Scheme 2545
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions for Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Section A

- 1 (a) Describe one study which investigates reasons why patients do not adhere to medical advice. [6]

Most answers will choose a study relating to why patients do not adhere to medical advice, eg due to lack of understanding, forgetting, side effects etc. Likely studies include; Riekert and Drotar, Barat et al, Bulpitt, DiMatteo, Lepper and Croghan, Ley. However studies derived from measuring or improving adherence could be equally creditworthy provided candidates illustrate how the findings explain why patients do not adhere. Better answers will identify what was done in a study and what was found. Anecdotal answers that do not identify a study will receive a maximum of 2 marks.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-2 marks	The answer attempts to describe one study on why patients do not adhere to medical advice. 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 why patients do not adhere to medical advice using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.
5-marks	The answer gives a clear account of one study on why patients do not adhere to medical advice 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 studying why patients do not adhere to medical advice.** [10]

A huge number of points are available to candidates to use here. Candidates may choose to consider individual differences such as age, gender, race etc as reasons for non adherence. They may explore rational and non-rational explanations etc but the key issue is essentially a methodological one. Candidates are likely to consider why methods such as self report are likely to lack validity. Other aspects such as sampling and generalisability are also likely to be considered by many candidates.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the difficulties of measuring patient's adherence to medical advice. 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 difficulties of measuring patient's adherence to medical advice. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points relating to the difficulties of measuring patient's adherence to medical advice. 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 method used to measure pain. [6]

There are several methods from which candidates are required to select only one eg; physiological such as electromyography, observational such as UAB pain behaviour scale or self report such as the McGill pain questionnaire. Irrespective of the technique chosen, weaker answers are likely to describe it in basic terms where stronger answers will give a detailed description with examples where appropriate and make use of Psychological terminology and rationale. Although not necessary for access to the highest marks, mention of appropriate empirical evidence may serve to add detail.

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

2 (b) **Discuss the validity of methods used to measure pain.** [10]

A very straight forward and open question. The expectation is that candidates will consider a number of techniques and the extent to which they truly measure pain. Other significant issues would relate to individual differences in the experience of pain and the subjectivity of many measurement techniques. It is likely that weaker answers will consider only one technique and/or fail to address the issue of validity.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer
1-4 marks	The answer attempts to evaluate the validity of techniques used to measure pain. 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 validity of techniques used to measure pain. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points relating to the validity of techniques used to measure pain. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Section B**3 (a) Describe what psychologists have learned about stress. [10]**

Candidates can select from a wide range of material for this question. Most likely answers will give examples of empirical work on stress but reviews of theoretical work can also receive credit. Likely content may include: Lazarus and Folkman's model, Holmes and Rahe SRRS, Kanner's hassles and uplifts, biofeedback, Meichenbaum's stress inoculation, Friedman and Rosenman

CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH [AO1]

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

EVIDENCE [AO1]

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

UNDERSTANDING [AO1]

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

3 (b) Evaluate what psychologists have learned about stress. [16]

The evaluation issues are likely to depend on the material selected in part (a). They could include issues of measurement and its validity for example or management and its usefulness.... Issues of individual difference, reliability and ethics might also be constructively used.

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

RANGE OF ISSUES [AO2]

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

EVIDENCE FOR ISSUES [AO2]

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

ANALYSIS [AO2]

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

ANALYSIS STRUCTURE [AO2]

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

- 3 (c) A level students experience considerable stress around the time of their examinations. Using your knowledge of psychology, suggest techniques which could be used to measure the stress experienced by students sitting their A levels. Give reasons for your answers. [8]**

It is likely that most candidates will be able to identify one technique to measure students' stress levels. Likely answers will include a hassle scale which could be used by the students to rate their own stress levels. Alternatives may include physiological measures such as blood pressure and adrenaline levels. The application of a social readjustment rating scale would be less appropriate here unless the candidate applies it specifically to the context. Weaker answers will tend not to be able to provide Psychological rationale or make the suggestion explicitly relevant to the request, ie. A level students.

APPLICATION [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 is clearly explained. |

APPLICATION INTERPRETATION: REASONS [AO1/AO2]

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

4 (a) Describe what psychologists have learned about accidents. [10]

Candidates may select from a wide range of material in response to this question. Strong answers will make good use of appropriate empirical evidence and/ or theory which may include some of the following: Riggio, Reason, Simpson, Liao, Fox, Paterson, Cowpe.....

CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH [AO1]

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

EVIDENCE [AO1]

- 0 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 accidents. [16]

There are many evaluative issues which can be applied to answering this question. The key question being, to what extent do we understand the reasons for and how to reduce accidents as a result of Psychological research? Issues such as generalisability of studies, their ecological validity and ethical implications could all be usefully applied to the question.

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

RANGE OF ISSUES [AO2]

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

EVIDENCE FOR ISSUES [AO2]

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

ANALYSIS [AO2]

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

ANALYSIS STRUCTURE [AO2]

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

- 4 (c) **There are frequently serious road accidents involving young cyclists on their way to school. Using your knowledge of psychology suggest how the number of serious injuries to young cyclists could be reduced. Give reasons for your answers.** [8]

It is likely that most candidates will be able to identify one technique to reduce cycling accidents which is based on psychological research/ theory. The work of Pitts which looked at the use of legislation to increase cycle helmet use would be highly appropriate but many other suggestions would be equally valid provided they are supported by relevant psychological evidence. Examples include token economies and various health promotion techniques. Stronger answers will provide a suggestion which is highly appropriate to the target group and the situation together with offering sound psychological rationale to explain why the technique should work.

APPLICATION [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 is clearly explained.

APPLICATION INTERPRETATION: REASONS [AO1/AO2]

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

**Mark Scheme 2546
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

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2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
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- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
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- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Section A

- 1 (a) Describe one study or model of leadership styles. [6] AO1]

Most likely answers will describe the study by Lewin, Lippitt and White(1939) or Fiedler's Contingency model.

Marks Descriptor

0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe a study or model identifying leadership styles. 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 or model identifying leadership styles using appropriate psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of a study or model identifying leadership styles from a psychological perspective. The answer is detailed, well organized and the candidate clearly understands what they have written.

Total Marks: [6]

- (b) Assess the usefulness of research into leadership/management styles. [10] [AO2]

The evaluation of usefulness of research may refer to its' reliability, validity, generalisability and effectiveness. The best answers will remain focused on the usefulness of the research. Weaker answers will drift into other issues. With no explicit reference to usefulness, the maximum mark should be 4.

Marks Descriptor

0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of research into leadership/management styles. 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 the usefulness of the research. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the usefulness of research into leadership/management styles. There is a confident use of psychological terms and concepts. The answer has an impressive range of points, each of which is clearly explained, and elaboration is coherent and thorough.

Total Marks: [10]

- 2 (a) Describe one way of increasing job satisfaction. [6] [AO1]

Most likely answers will focus on either a reduction of work stress or an increase in job satisfaction through job redesign or job enrichment. Weaker responses may include more than one way and the best described should be credited.

Marks	Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by increasing job satisfaction. 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 way of increasing job satisfaction using appropriate psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of a way of increasing job satisfaction. The answer is detailed, well organized and the candidate clearly understands what they have written.

Total Marks: [6]

- (b) Discuss difficulties of increasing job satisfaction and the quality of working life. [10]

Most likely answers will include: practical and financial difficulties and the problem of suspicion of the employers' motives.. The best answers will remain focused on difficulties. Weaker answers will drift into other issues. With no explicit reference to difficulties, the maximum mark should be 4.

0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss difficulties of increasing job satisfaction. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the issue of the difficulties. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulties of increasing job satisfaction. There is a confident use of psychological terms and concepts. The answer has an impressive range of points, each of which is clearly explained, and elaboration is coherent and thorough.

Total Marks: [10]

Section B**3 (a) Describe what psychologists have learned about motivation to work. [10]**

Candidates can select from a wide range of theories and research for this question. They may well concentrate on humanistic theories such as Maslow as well as Expectancy theories, Equity theory etc. However, to add breadth to the answer they should include how these can be used to improve motivation or the relationship to job performance.

Concepts and terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total marks for question: [10]

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

Determinism of theories is most likely to appear; other evaluation issues can be individual differences, generalisability, usefulness of application and reductionism. The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited."

Range of issues (AO2)

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

Evidence for issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total marks for question: [16]

- (c) You are the manager of workers at a car assembly plant which has high levels of absenteeism. Using your knowledge of psychology, suggest how you can improve the motivation of your staff. Give reasons for your answer. [8]**

Suggestions to increase motivation based on theory/psychological evidence include: Herzberg's Hygiene theory balancing hygiene factors with motivators, Locke's goal setting theory, Equity theory, Maslow's Hierarchy of needs etc. Candidates should make reference to the car assembly plant to be in the higher mark bands .

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1)

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

Total marks for question: [8]

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

- 4 (a) Describe what psychologists have learned about group behaviour in organisations. [10]

There is a wide range of possible responses. Material on group decision making may include risky shift and Moscovici's work on minority influence. Belbin's questionnaire on team roles may be an example of measurement of team building and Tajfel's work on the strength of group identity may be suggested as a basis for managing group conflict.

Concepts and terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total marks for question: [10]

- (b) Evaluate what psychologists have learned about group behaviour in organisations. [16]**

The evaluation points are likely to depend on the material used in part a but may include effectiveness, usefulness and generalisability.

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

Range of issues (AO2)

0 marks No material worthy of credit.

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

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

Evidence for issues (AO2)

0 marks No material worthy of credit.

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

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

Analysis (AO2)

0 marks No material worthy of credit.

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

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

Argument Structure (AO2)

0 marks No material worthy of credit.

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

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

Total marks for question: [16]

- (c) **A businesswoman is starting her own IT company with a small team of workers. Using your knowledge of psychology, suggest how you would advise her on team building. Give reasons for your answer. [8]**

Based on Belbin's work on team roles, candidates may suggest suitable mixes of individuals occupying specific roles eg a plant for innovative solutions and a technical specialist with IT expertise. However, any appropriate suggestion is acceptable.

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1)

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

Total marks for question: [8]

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

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

**Mark Scheme 2547
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions for Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Section A

- 1 (a) Describe *one* study into the effects of urban living on social behaviour. [6]

Any study which considers investigates the effects of urban living on social behaviour may be used. For example, Fisher et al (1994) eating attitudes in urban and suburban adolescents; Newman and McCauley (1977) eye contact; Milgram (1977) altruistic behaviour; Krupat (1982) rating photographs of urban/rural dwellers.

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

Total Marks [6]

- (b) Discuss difficulties in investigating the effects of urban living. [10]

Answers may consider problems of measurement, ecological validity, individual or cultural differences, methodology etc.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to address the question. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some difficulties are discussed and applied in an appropriate way to the question. 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. Difficulties are discussed in relation to question. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total Marks [10]

- 2 (a) Describe *one* study which looks at the effect of climate and weather on performance. [6]

Any relevant study on the effect of climate and weather on performance may be used. For example, Link and Pepler (1970) productivity in factory and temperature; Pepler (1972) student performance in air-conditioned and non air-conditioned schools; Carlson (1961) errors in performance and temperature; Brennen (2001) seasonal cognitive rhythms within the Arctic Circle

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 weather on performance. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding. |
| 3-4 marks | The answer considers a study on the effect of climate and weather on performance using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding. |
| 5-6 marks | The answer gives a clear account of a study on the effect of climate and weather on performance from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. |

Total Marks [6]

- (c) **Assess the effectiveness of methods used to investigate the effects of climate and weather on behaviour.** [10]

Different methods have been used to investigate the effects of climate and weather on behaviour, for example, lab.experiments (Bell; Griffit), field experiments (Kendrick and MacFarlane 1986 horn honking), natural experiments (Pepler 1972); correlation (Goranson and King 1970) surveys/self-report, observation. Candidates should consider the effectiveness of two or more different methods and may consider issues such as ecological validity, control, demand characteristics, measurement etc

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to assess the effectiveness of methods used to investigate climate and 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 question. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points assessing the effectiveness of methods used to investigate the effects of climate and weather on behaviour. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total Marks [10]

Section B

Part (a) – AO1

- 3 (a) Describe what psychologists have found out about crowds/collective behaviour. [10]

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'-law of mental unity, 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. Research by Marsh et al (1978) on football crowds-ritualised behaviour, Waddington et al (1987) on the miners' strike; Reicher (1984), (1985) looking at riots in Bristol may be used. Studies on crowds in emergency situations could include Mintz (1951) 1903 Chicago theatre fire, and also lab based study (1951) on emergency situations; Donald and Canter (1992) Kings Cross fire; Weaker answers may describe some partially relevant research or anecdotal evidence with no clear understanding of the research or its relevance to the topic area.

Concepts and Terminology (AO1)

- 0 marks Incorrect or inappropriate material is presented.
- 1 mark There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
- 2 marks Appropriate terms and concepts are presented, but there is 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 crowds/collective behaviour.**

Note: Any evaluative point can receive credit

- eg Individual differences
 Cultural differences
 Implications
 Methodology
 Ethics
 Different theories of crowd behaviour*

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

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

Part (c) – AO1/AO2

- (c) A large crowd is expected at a free music concert in your town. Using your knowledge of psychology to suggest how the organisers could control the event and prevent problems. Give reasons for your answer. [8]**

Mark scheme guidelines apply in that any reasonable suggestion is acceptable, eg Waddington (1987) made suggestions based on findings from the miners' strike, he also proposed 5 practical courses of action for crowd control.

Loftus outlined the use of evacuation messages designed to reduce panic. Sugiman and Misumi (1988) suggested a 'follow me', 'follow directions' approach. Research from other areas eg intervention before disaster/catastrophe could be used, eg Preparedness, warnings-Gifford 1997

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/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 research into noise as an environmental stressor.

Candidates may begin with a definition of noise and consider sources of noise as a stressor and factors affecting our response to noise eg predictability, controllability, past experience.

*Negative effects of noise on **performance** may look at effects during or after exposure-eg studies looking at schoolchildren in noisy environments-Cohen, Glass and Singer 1973) high rise apartment over noise highway and also Cohen, Glass and Singer (1986) school near international airport, or Bronzaft and McCarthy (1975) reading skills of children in noisy environment; Belojevic et al (2001) mental arithmetic under noisy conditions.*

*Effects of noise on **social behaviour** there are many field studies or lab studies, eg Geen and O'Neal (1969) noise and aggression (electric shocks); Donnerstein and Wilson (1976) electric shocks; Matthews and Canon (1975) both a lab and a field study on helping behaviour; Page (1977) 3 studies, dropped books, building site, request for change; Sherrod and Downs (1974) types of sound/perceived control – asked for assistance in form filling; Ng (2000) effect of building construction noise on residents; Bull (1972) attraction/affiliation.*

*Effects of noise on **health** eg Eggertsen et al (1987) hypertension; Woodson (1986) smokers and noise; Cherek (1985) smokers, Cohen et al (1969) increased blood pressure in schoolchildren in noise environment; Lalande (1986) effect on children of noise exposure during pregnancy.*

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

Concepts and Terminology (AO1)

0 marks	Incorrect or inappropriate material is presented.
1 mark	There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
2 marks	Appropriate terms and concepts are presented, but there is 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 psychological research into noise as an environmental stressor. [16]**

Note: any evaluative point can receive credit, eg

Implications

How psychologists gain their evidence

Individual differences

Laboratory vs. real life studies

Measurement

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

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

Part (c) – AO1/AO2

- (c) Some students wish to listen to music whilst studying in the school library. Using your knowledge of psychology, how will you convince the librarian of the benefits of allowing personal stereos in the library? Give reasons for your answer. [8]**

Markscheme guidelines apply in that any reasonable suggestion which could convince the librarian is acceptable. Any evidence relating to the positive use of sound may be used. For example, Mozart effect – this could be used to help concentration, revision; music can be used to reduce anxiety – research by Standley 1995-use of music for medical or dental problems; reducing stress (reduction of stress in surgery – Allen 2001)

Application (AO1/AO2)

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

Application Interpretation: Reasons (AO1/AO2)

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

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

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

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

**Mark Scheme 2548
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

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1 Before the Standardisation Meeting

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2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, they should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.
(*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.
(*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.
(*Appendix 5, para 17, page 26*)

Section A

1 (a) Outline one piece of research which relates to attentional style in sport. [6]

The injunction requires an outline; 'one piece of research' allowing for theory or study. The work of Nideffer (1976) is specifically of attentional style, be it broad/narrow or internal/external and the attentional styles that these produce in combination. Measuring an athlete's attentional style using Brewer's Attentional Focus Questionnaire (AFQ) or TAIS, for example, is another possible way to respond to the question. Morgan (1978) hypothesised marathon runners adopt one of two attentional styles: associators, who internalise attention and dissociators, who externalise attention or block sensory feedback. Weaker answers which still merit partial credit will be those that refer indirectly to the above.

Mark Descriptor

0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to outline one piece of research which relates to attentional style 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 outlines one piece of research which relates to attentional style 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 outline one piece of research which relates to attentional style in sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

(b) Assess the difficulties of measuring attentional style in sport. [10]

Measuring attentional style can take the form of questionnaires interviews, tape-recordings, objective data, subjective data and experimenter ratings (Masters and Ogle, 1998a). The inherent difficulties of these various methods are all legitimate. These may include validity, reliability, demand characteristics, social desirability, generalisation, ecological validity, ethnocentrism, as well as ethical considerations.

Mark	Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to assess the difficulties of measuring attentional style 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 difficulties of measuring attentional style in sport. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.

8-10 marks The answer is appropriate to the assessment request. The answer has a good range of points that assess the difficulties of measuring attentional style in sport. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

[Total : 16 marks]

2 (a) Outline one piece of research into group cohesion in sport. [6]

The injunction demands knowledge and understanding; 'one piece of research' allowing for theory or study. This may include looking at the process (eg Tuckman, 1965) or the concept (eg Tajfel and SIT, 1970). Concepts such as 'social loafing' may well popular with candidates, as may a look at other factors, such as in the work of Carron (1982). Weaker candidates may fail to refer to research and merely refer to group cohesion. This should receive partial credit.

Mark Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to outline one piece of research which relates to group cohesion. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.

3-4 marks The answer outlines one piece of research which relates to group cohesion using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.

5-6 marks The answer gives a clear outline of one piece of research which relates to group cohesion from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) Discuss the extent to which research into group cohesion and performance in sport can be generalised. [10]

'Generalisability' may be broadly interpreted, for example it may be limited to a particular sport, or a sample may be limited in a variety of ways such as gender or culture. Note that the injunction allows for positive commentary on research which does lend itself to being generalised, as well as more critical (ie negative) commentary.

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

[Total : 16 marks]

Section B

- 3 (a) Describe what psychologists have learned about attitudes to exercise and sport. [10]

Candidates may look at attributions such as the work of Weiner, links between exercise and physical health, exercise and mental health and mood states, (eg Morgan, POMS) participation in exercise and sport, burnout (eg Costill et al 1991) and withdrawal.

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 what psychologists have learned about attitudes to exercise and sport. [16]

Much research, particularly that of attribution theory, suffers from ethnocentrism, overlooking socio-cultural factors or factors of race, and these could be compared. Methodological issues, such as experimenter effects or limited samples, also are key factors which may be compared. Ethical issues, particularly when dealing with sportspeople suffering burnout or withdrawal, may also be considered. The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited."

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

- 3 (c) Using your knowledge of psychology, suggest how you could encourage an athlete to have a more positive attitude to their sporting performance. Give reasons for your answer. [8]**

This can be addressed by using attributions, reference to links between sport and health or a consideration of burnout and withdrawal. Whereas wider referencing would be possible, it must take into account the 'more positive' aspect of the question. Thus, reinforcement theory could be put forward, but to receive credit beyond the anecdotal/peripheral it must address improvement from a less than desirable level, not merely encouraging the athlete to have a positive attitude.

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: (8)**[Total : 34 marks]****[Total paper marks : 50]**

4 (a) Describe research into leadership and coaching 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 leadership and coaching. Secondly the sports aspect must be addressed. This can be achieved directly with reference to sports specific models, such as Smoll and Smith's Leadership Behaviour model (1989). Alternatively, reference to the application to sports of more mainstream models may be specified, such as Chelladurai's Multidimensional Model of Leadership, Fiedler's Contingency model or even Lewin, Lippett and White (1939), but this must be specifically linked to sport to receive any credit beyond the minimal level. Measures, such as Smith, Smoll and Hunt's CBAS (1977) or the assessment of coach-performer compatibility such as Caron and Bennett's work (1977) may be referred to as well.

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: (10)**(b) Evaluate research into leadership and coaching in sport.**

The evaluation issues chosen will depend on the choice of content. Most likely issues are validity and reliability of measures, methodological difficulties, defining leadership, individual differences in response to leadership/coaching styles, ecological validity, ethnocentrism and generalisation.

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total Marks: (16)

- (c) An under-9 girls football team has just become national champions. Using your knowledge of psychology, what advice would you give their coach about how to lead them next season? Give reasons for your answer.**

Answers may deal with leadership styles, the application of teaching styles such as Mosston and Ashworth's Spectrum of Teaching Styles (1986) or coaching behaviours such as identified by Smith, Smoll and Hunt (1977). A consideration of coach – performer compatibility is also possible. Factors such as age, gender or performance level may be addressed.

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: (8)**[Total : 34 marks]****[Total paper marks : 50]**

**Mark Scheme 2549
June 2007**

Section A

1 (a) Outline the effects of becoming a victim of crime (6)

Candidates could include the symptoms of PTSD, Increased fear, anger, depression, paranoia, anxiety, sleeplessness, there could be reference to the 'just world' hypothesis or internal/external locus of control. If describing a study (eg Donaldson, Beaton, Brown and Harris, Riordan), candidates should relate the findings to the demands of the question to achieve a top band mark. Higher level answers will be accurate and detailed and include psychological terms and concepts. Weaker responses will be brief, anecdotal and lack understanding.

Marks Mark Descriptor

0 marks No answer or incorrect answer.

1-2 marks The answer attempts to describe some of the effects which a person might experience when becoming a victim 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 some of the effects of becoming a victim of crime using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.

5-6 marks The answer gives a clear account of some of the effects of becoming a victim 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 people may exaggerate the risk of becoming a victim of crime.**(10)**

Candidates could refer to reliability and validity of survey methods including the way in which interviews are conducted, leading questions, sampling frame, level of educational attainment of interviewee etc. Age, sex, ethnic group, and locality would all be relevant as would media presentation of crime. Candidates who adopt the view that crime is exaggerated by special interest groups such as parents, government, police, neighbourhood watch should be given credit if their answers have a basis in psychology.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss some factors which could explain the exaggerated risk of becoming a victim of crime. 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 variables are discussed and applied in an appropriate way to the issue of why risk of becoming a victim of crime is exaggerated. 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 factors which could explain the exaggeration of becoming a victim of crime. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total Marks: (10)**Total question marks (16)**

- 2 (a) Describe one study into the use of either identity parades or identikit pictures as aids to recall. (6)

Candidates could include any research which shows the use of these aids, positive or negative. The work of Bruce, Ainsworth, Lewis (2006) Wells and Bradfield, Malpass and Devine, Christie and Davies and Cutler and Penrod are most likely to figure. Any type of facial recognition technique can be credited. Higher level responses will be accurate, detailed and include psychological terms and concepts whereas weaker responses will be anecdotal and lack understanding.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe either how identity parades or e-fit/identikit pictures used as aids to recall. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers how either identity parades or e-fit/identikit pictures are used as aids to recall using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of how either identity parades or e-fit/identikit pictures are used as aids to recall 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 effectiveness of these aids to recall in identifying suspects. (10)

Candidates could refer to unreliability of identification and research which shows how faces are processed leading to new methods of E –FIT. Similarly, candidates could discuss problems with the way identity parades are conducted and latest developments using video presentation of one face at a time. They could compare verbal descriptions against photofit. Other areas for discussion could be cognitive interview effects beforehand, effects of leading questions, weapon focus, memory processes. Higher level responses will have a range of points which are relevant to the effectiveness of the methods. Weaker responses are likely to present more general problems. Candidates can gain equal credit for covering one or both techniques.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss how effective these methods are as useful techniques to identify suspects. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the issue of discussing how effective these methods are as useful techniques to identify suspects. 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 factors which discuss how effective these methods are as useful techniques to identify suspects. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

Total Marks (10 Total question marks (16)

Section B

Part (a) – AO1

3 (a) Describe psychological explanations of criminal behaviour. (10)

Answers can focus on a range of material which could include explanations drawn from across the subsection. The following are suggestions, any psychological explanations of crime can be considered:

Jacobs (1965) and Price's work on the XYY syndrome, Raine and Lui (1998), Raine-Pre-frontal under arousal and pre-disposition to criminal behaviour.

Sutherland's (1939) Differential Association Theory, Bandura's Social learning theory, Bowlby's maternal deprivation theory, Family and twin studies, Farrington's longitudinal research. Freud's Psychoanalytic theory, Eysenck's personality theory. Ethnicity and Gender differences in crime.

The best responses will be characterised by psychological detail and accuracy and show understanding in how they are interpreted and the way they are related to the question. Weaker responses are likely to just list research, maybe inaccurately with no explanatory comment or link to the question.

Concepts and Terminology (AO1)

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

Evidence (AO1)

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

Understanding (AO1)

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

Total 10 marks for question part (a)

Part (b) – AO2**(b) Evaluate psychological explanations of criminal behaviour. (16)**

A range of issues may be evaluated including ecological validity, reliability, methodology, usefulness of research. Theories could be evaluated with freewill vs. determinism, reductionism, nature/ nurture and ethics.

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total 16 marks for question part (b)

Part C

- 3 (c) **Using your knowledge of psychology, suggest why some young people commit crime in gangs. Give reasons for your answer.** (8)

Indicative content could be: Sutherland's differential association theory, Yochelson and Samenow's Thinking errors, Deindividuation (Zimbardo), Le Bon crowd mentality, Tajfel's Social Identity theory and in-groups/out groups. Asch's Theory of Conformity. Biological explanations could be related to gender/age. Eysenck's personality theory could also be used. Strong answers will have explicitly linked psychological evidence making a pragmatic suggestion in answer to the question. Weaker responses may not focus on the issue of gangs and are likely to miss the psychological evidence.

Application (AO1/AO2)

- 0 Marks No suggestions are 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 psychological rationale for the suggested application. There is confident use of terminology, used 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)

Part (a) – AO1**4 (a) Describe what psychologists have found out about offender profiling (10)**

Probable answers will include the US and the UK approaches, CATCHEM database and other data bases. Research into effectiveness of profiling, eg Copson (1995), Jackson et al (1997) etc can also be credited. A case study may also be credited, but must include details that relate to what psychologists have found out about offender profiling rather than upon the details of the case where not relevant. The best answers will have good detail and accuracy and cover several points. Weakest answers will show a sketchy understanding of profiling and may refer to media fictitious creations.

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

Total 10 marks for question part (a).

Part (b) – AO2

- (a) Evaluate what psychologists have found out about offender profiling. [16]**

Effectiveness, usefulness, reliability, sample, validity, generalisation, correlational data ethics and competing perspectives and other appropriate evaluation issues may be credited.

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

Range of Issues (AO2)

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

Evidence for Issues (AO2)

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

Analysis (AO2)

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

Argument Structure (AO2)

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

Total 16 marks for question part (b)

Part C

- (c) Many police officers have expressed doubt about using offender profilers. Using your knowledge of psychology suggest when a profiler can be most helpful and give reasons for your answer. (8)**

Suggestions could include, the nature of the crime, the type of crime scene, the ability to offer behavioural analysis, geographical profiling, typologies, top-down vs. bottom up approaches, case studies may be offered as examples. A strong answer may show awareness of the pitfalls and biases as well.

Application (AO1/AO2)

- 0 Marks No suggestions are 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 psychological rationale for the suggested application. There is confident use of terminology, used of examples, and expansion of complex points. The answer is coherent and well structured.

Total Marks for question part (c) : (8)

Total Question Mark: (34) (AO1=14; AO2=20)

Advanced Subsidiary & Advanced GCE Psychology 3876/7876
June 2007 Assessment Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2540	Raw	60	41	36	31	27	23	0
	UMS	100	80	70	60	50	40	0
2541	Raw	50	31	27	23	20	17	0
	UMS	100	80	70	60	50	40	0
2542	Raw	50	40	37	34	31	28	0
	UMS	100	80	70	60	50	40	0
2543	Raw	80	60	54	48	42	36	0
	UMS	100	80	70	60	50	40	0
2544	Raw	50	39	35	31	27	24	0
	UMS	100	80	70	60	50	40	0
2545	Raw	50	38	34	30	26	23	0
	UMS	100	80	70	60	50	40	0
2546	Raw	50	36	32	28	24	20	0
	UMS	100	80	70	60	50	40	0
2547	Raw	50	37	33	29	25	22	0
	UMS	100	80	70	60	50	40	0
2548	Raw	50	38	34	30	26	22	0
	UMS	100	80	70	60	50	40	0
2549	Raw	50	37	33	29	25	22	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	15.8	34.2	55.3	74.9	88.8	100	15312
7876	16.5	45.3	72.8	90.6	98.0	100	10392

25704 candidates aggregated this series

For a description of how UMS marks are calculated see;

http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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