

# Psychology

Advanced GCE A2 7876

Advanced Subsidiary GCE AS 3876

## Mark Scheme for the Components

**January 2008**

**3876/7876/MS/R/08J**

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## CONTENTS

### Advanced GCE Psychology (7876)

### Advanced Subsidiary GCE Psychology (3876)

#### MARK SCHEMES FOR THE COMPONENTS

<b>Component</b>	<b>Page</b>
Mark Scheme 2540 Core Studies 1	1
Mark Scheme 2541 Core Studies 2	7
Mark Scheme 2542 Psychological Investigations	16
Mark Scheme 2544 Psychology and Education	22
Mark Scheme 2545 Psychology and Health	32
Mark Scheme 2546 Psychology and Organisations	41
Mark Scheme 2547 Psychology and Environment	49
Mark Scheme 2548 Psychology and Sport	57
Mark Scheme 2549 Psychology and Crime	66
Grade Thresholds	75

# Mark Scheme 2540 Core Studies 1

## Cognitive Psychology

1. From the study by Loftus and Palmer outline **one** limitation of the laboratory method used to investigate memory. [2]

**Any one from:** low ecological validity, demand characteristics, artificial etc **2 marks**  
**Other appropriate answers** Term and Example related to study **2 marks**  
**Partially correct answer** Term OR example **1 mark**

2. In the study by Baron-Cohen, Leslie and Frith autistic children were studied:

- (a) Identify the other two groups of children who were studied. [2]

**Any two from:** Downs syndrome, 'normal' **2 marks**

- (b) Explain why it was necessary to have these other groups. [2]

**Any one from:** to provide a baseline measurement/comparison to control for intelligence **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** To show autistic children lack a theory of mind **1 mark**

3. Outline **one** ethical implication of teaching Washoe to use sign language in the study by Gardner and Gardner. [2]

**Any one from:** protection – she was alienated from her species, difficult to re integrate her after the study. **2 marks**  
**Other appropriate answers** Consent, Right to withdraw with explanation **2 marks**  
**Partially correct answer** Term identified without explanation eg. Only with Gardners **1 mark**

4. Deregowski describes various experiments on pictorial perception carried out in Africa. Outline the procedure for **two** of these experiments. [4]

**Any two from:** Hudson's picture, cube construction, Gregory's apparatus, trident illusion split elephant, anecdotal evidence **2 marks each**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** Basic identification of task **1 mark**  
 NOT Findings

**Developmental Psychology**

5. From the study by Bandura, Ross and Ross on imitation of aggression:
- (a) Identify **two** of the independent variables in the study. [2]
- Any two from:** gender of child, gender of modal, aggressive/non aggressive model, **1 mark each**
- (b) Outline **one** weakness of conducting this study on children. [2]
- Any one from:** ethics – consent, protection etc, difficulties in them understanding, **2 marks**
- Other appropriate answers** Identification AND description **2 marks**
- Partially correct answer** Identification OR description **1 mark**
6. From the study by Hodges and Tizard identify **two** differences in the quality of relationships experienced by the ex-institutional adolescents and the control group. [2]
- Any two from:** control group showed more affection, confiding etc **1 mark each**
- Other appropriate answers** **1 mark**
- To gain full mark for each the difference needs to be clear
7. Outline **one** way in which the study by Freud on little Hans may have been biased. [2]
- Any one from:** Father may have interpreted Hans's behaviour in subjective way; Freud may have interpreted father's reports in biased way. Father was a supporter of Freuds theory **2 marks**
- Partially correct answer** Identification without explanation **1 mark**
8. The table below shows some of the results from the study by Samuel and Bryant on conservation. Outline **two** conclusions that could be drawn from this table. [4]

**Mean errors made in each condition across materials**

<b>Age</b>	<b>Standard</b>	<b>One judgement</b>	<b>Fixed array</b>
5yr	9	7	7
6yr	6	4	6
7yr	3	3	5
8yr	2	1	6

- Any two from:** age affects conservation, number of questions asked affects conservation, seeing the transformation affects conservation. With evidence from table **2 marks each**
- Partially correct answer** Conclusion without evidence **1 mark**

**Physiological Psychology**

9. Identify **two** measurements that were taken in the study on sleep and dreaming by Dement and Kleitman. [2]

**Any two from:** EEG – measured eye movement/patterns, brain activity, REM or NREM dream recall, duration of dream

**1 mark each**

**Other appropriate answers**

**1 mark each**

10. From the study by Sperry on split brain patients:

- (a) Identify **two** ways in which information could be sent to the left hemisphere. [2]

**Any two from:** right visual field in either eye, right hand, right ear etc. **1 mark each**  
NOT THE EYE

- (b) Outline **one** difficulty Sperry may have experienced in attempting to present information to one hemisphere in the split brain patients. [2]

**Any one from:** the participant's eye/head may have moved so information went in to other hemisphere **2 marks**

**Other appropriate answers** Participants reluctant to use left hand **2 marks**

**Partially correct answer** **1 mark**

11. From the study on murderers' brains by Raine, Buschbaum and LaCasse outline how the PET scans worked. [2]

**Accurate description Two from:** Tracer, headholder, glucose metabolism, mm slices, hotspots, different locations of the brain

**2 marks**

**Partially correct answer** One point

**1 mark**

12. Outline **two** ways in which the study by Schachter and Singer on emotions lacked ecological validity. [4]

**Any two from:** set in laboratory, unusual tasks, injections, stooge behaviour.

**2 marks each**

**Other appropriate answers** Identification AND example for 2 marks each

**Partially correct answer** Identification ONLY

**1 mark**

**Social Psychology**

13. From the study on obedience by Milgram suggest one reason why the participants were given a sample shock. [2]

**Any one from:** use of cover story, sample shock etc. **2 marks**  
**Other appropriate answers** Made them believe machine worked **2 marks**  
**Partially correct answer** **1 mark**

14. From the subway study by Piliavin, Rodin and Piliavin:

- (a) Outline **one** finding about the helping behaviour of the bystanders. [2]

**Any one from:** effect of race/state of victim, effect of early/late model, passengers reactions, etc **MUST HAVE COMPARISON** **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** Statement of finding **1 mark**

- (b) Outline **one** difficulty that may have been experienced conducting this field experiment. [2]

**Any one from:** difficult to control extraneous variables, problems with observing behaviour, ethics, participants may have seen it before, less drunk trials etc. **Must be linked to study for full marks.** **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** **Not linked to study** **1 mark**

15. Suggest **one** way in which the study conducted by Tajfel could be considered educationist. [2]

**Any one from:** simplistic explanation of discrimination, laboratory experiment, tasks lack relevance etc **ANSWER AND EXPLANATION RELATED TO STUDY** **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** Definition of reductionism or answers not related to study **1 mark**

16. Outline **two** pieces of evidence that suggest that the guards enjoyed their role in the prison simulation study by Haney, Banks and Zimbardo. [4]

**Any two from:** they volunteered to do extra shifts, they were sad when the study ended early, they thought up inventive ways of punishing the prisoners. **2 marks each**  
**Other appropriate answers** Talked about situation/roles when not observed **2 marks**  
**Partially correct answer** Responses from Q but no explanation **1 mark**

**Individual Differences**

17. From the study by Gould explain why the military recruits were given IQ tests. [2]

To place them in military positions based on intelligence. **2 marks**

**Other appropriate answers** Yerkes wanted data to support his research **2 marks**

**Partially correct answer** No explanations eg. Blacks less intelligent than whites **1 mark**

18. From the study by Hraba and Grant on racial preference:

- (a) Identify **two** features of their sample. [2]

**Any two from:** 4-8 years of age, from Lincoln Nebraska, 160 children in total, 89 black 71 white children. **1 mark each**

**Other appropriate answers** **1 mark each**

**Partially correct answer** Children AND half White half Black =1  
Children AND one area of USA=1

- (b) Outline **one** reason why it could be difficult to generalise from this sample. [2]

**Any one from:** all from one area, from one era PLUS description related to study **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer Identification OR description** **1 mark**

19. From the study by Rosenhan (sane in insane places):

- (a) Describe **one** type of data that was gathered. [2]

**Any one from:** qualitative data was collected e.g. on behaviour of the staff  
Quantitative data eg.number of times questioned, amount of eye contact,  
days in hospital etc. **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer Identification ONLY** **1 mark**

- (b) Outline **one** advantage of this type of data. [2]

**Any one from:** Indepth, Rich source of info.  
Comparison, Statistics etc. **MUST relate to study** **2 marks**

**Other appropriate answers** **2 marks**

**Partially correct answer if not related to study** **1 mark**

20. Identify **two** methods used to collect data in the study by Thigpen and Cleckley on multiple personality disorder. [2]

**Any two from:** psychometric tests,projective tests, EEG, hypnosis,  
interviews etc **1 mark each**

**NOT INTERVIEWS AND SELF REPORT**

**Other appropriate answers** **1 mark each**



**Individual Differences**

21. From the study by Gould explain why the military recruits were given IQ tests. [2]

To place them in military positions based on intelligence. **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** **1 mark**

22. From the study by Hraba and Grant on racial preference:

- (a) Identify **two** features of their sample. [2]

**Any two from:** 4-8 years of age, from Lincoln Nebraska, 160 children in total, 89 black 71 white children. **1 mark each**  
**Other appropriate answers** **1 mark each**  
**Partially correct answer** **1 mark**

- (b) Outline **one** reason why it could be difficult to generalise from this sample. [2]

**Any one from:** all from one area, from one era **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** **1 mark**

23. From the study by Rosenhan (sane in insane places):

- (a) Describe **one** type of data that was gathered. [2]

**Any one from:** qualitative data was collected e.g. on behaviour of the staff. **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** **1 mark**

- (b) Outline **one** advantage of this type of data. [2]

**Any one from:** pseudopatients may have exaggerated due to how bad they felt. **2 marks**  
**Other appropriate answers** **2 marks**  
**Partially correct answer** **1 mark**

24. Identify **two** methods used to collect data in the study by Thigpen and Cleckley on multiple personality disorder. [2]

**Any two from:** psychometric tests, hypnosis, interviews etc **1 mark each**  
**Other appropriate answers** **1 mark each**

## Mark Scheme 2541 Core Studies 2

### Section A

- 1 **One way in which psychologists carry out research is by gathering a great deal of data about one individual. This method is known as the case study.**

Named studies: **Freud** (Little Hans)  
**Thigpen and Cleckley** (multiple personality disorder)  
**Gardner and Gardner** (Project Washoe)

- (a) **Describe how data was gathered in your chosen study.**

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

**Indicative content:** Most likely answers: (any appropriate answer receives credit):  
**Freud:** observations of Hans and conversations with Hans conducted by Hans' father and sent to Freud via letter.  
**Thigpen:** observations, interviews (over 100 hours), psychometric and projective tests.  
**Gardner:** observation of signs judged by independent observers and by G&G on video.

No answer or incorrect answer	0
One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.	1-2
Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.	3-4
Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. For 6 marks quality of written communication must be very good.	5-6

max mark 6

- (b) **Briefly discuss two strengths and two weaknesses of the case study method using examples from your chosen study.**

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

**Assessment includes strength/weakness, example and comment**

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

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

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

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

**Strength:** rare or unique behaviours can be studied in detail.

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

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

**Weakness:** participant may be unique, possibly ‘not normal’. Researchers may not know how to proceed: may draw false conclusions.

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

*For each point up to a maximum of FOUR points*

No answer or incorrect answer	0
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 data could have been gathered for your chosen study and say how you think this might change 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. Other ways can include changes to the case study method or ways in which data is collected within the case study.*

No answer or incorrect answer.	0
Other way identified but little or no expansion. Other way may be peripherally relevant with minimal reference to study. Minimal understanding of implications.	1-2
Relevant Other way 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 Psychological research is often carried out on restricted samples of participants.**

Named studies: **Haney, Banks and Zimbardo** (prison simulation)  
**Milgram** (obedience)  
**Tajfel** (inter-group discrimination)

**(a) Describe the sample and how it was selected in your chosen study.**

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

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

**Haney:** newspaper ad, selection process, male students, 24.

**Milgram:** advert in newspaper, occupations, male.

**Tajfel:** comp school in Bristol, all boys, 14-15 yrs old.

No answer or incorrect answer 0

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

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

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

max mark 6

**(b) Briefly discuss two advantages and two disadvantages of using a restricted sample of participants with examples from 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:** participants are available and willing. e.g. may be students (course credits) or may be volunteers and may be paid.

**adv:** more likely to do unethical things without questions.

**adv:** may be limited numbers and type e.g. male: can be used as pilot study before generalising: can stimulate further research.

**disadv:** more likely to conform/consent/show demand characteristics if they are paid.

**disadv:** cannot generalise to other groups the restricted sample does not represent.

*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 sample for your chosen study, and say how you think this might change 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. Other samples may include changes to the sample or other ways of sampling, the sampling method, which would select different participants.*

No answer or incorrect answer. 0

Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications. 1-2

Relevant alternative described in appropriate detail with understanding of implications. 3-4

*How this might affect the results*

Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension). 1-2

Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured. 3-4

max mark 8

## Section B

- 3 **Some psychologists believe that the situation or environment we are in determines our behaviour. Other psychologists argue that behaviour is determined by individual personality.**

Named studies: **Gould** (intelligence testing)  
**Rosenhan** (sane in insane places)  
**Piliavin, Rodin and Piliavin** (subway Samaritans)  
**Hodges and Tizard** (social relationships)

- (a) **Describe how the situation affected behaviour 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):

**Gould:** recruits join army, illiterate, yet given unfair test.

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

**Piliavin:** seeing 'victim' be drunk or ill face-to-face led to many more people helping than did so in lab (no diffusion of responsibility here).

**Hodges:** being ex-institutional (restored or adopted) did affect social relationships.

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

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 of studying the effect of situations on behaviour using examples from any of these studies.

AO2 *Candidates should provide a general problem related to the question. They should give an example from any of the listed studies 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:** can exonerate behaviour/let people off the hook: people may stop taking responsibility for their behaviour and become externalisers.

**problem:** how to make the study ethical e.g. if explore power of a situation participants may be exposed to distressing or harmful situations.

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

**problem:** how can situations be investigated? If in lab, lower ecological validity. If natural setting, how can situation be controlled.

*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
<b>TOTAL MARKS AVAILABLE</b>	<b>24</b>



4 **The physiological approach looks at the interrelationship between our physiology (genes, hormones, nervous system) and our psychology (thought processes and behaviour).**

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

(a) **Describe the physiological processes investigated 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):

**Schachter:** emotion has physiological and psychological component.

**Sperry:** behaviour determined by interaction of hemispheres, localisation of function.

**Dement:** process of dreaming, REM, NREM etc.

**Raine:** functions of areas of brain.

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

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 strengths and weaknesses of the physiological approach using examples from any of these studies.

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

**Assessment includes strength/weakness, example and comment**

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

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

**Strength:** can be more 'scientific'

**Strength:** can use objective measures e.g EEG

**Strength:** can generalise to all

**Weakness:** behaviour more than just physiology

**Weakness:** subjective data equally important.

*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
<b>TOTAL MARKS AVAILABLE</b>	<b>24</b>

# Mark Scheme 2542 Psychological Investigations

## Activity A: Questions, self reports and questionnaires.

### 1. Describe how you investigated the aim of your activity. [4]

Candidates should provide enough information to allow replication of the investigations. This would include details of the questions / rating scales (although complete details are not required), where the investigations was conducted, who the samples were and how the questions were administered (e.g. written or verbal).

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

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

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

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

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

### 2. Outline two improvements that could be made to the way you conducted your activity. [4]

The improvements must relate specifically to the way the candidate's investigation has been conducted, such as an improvement to question wording, rather than suggesting the use of a completely different method. It would be acceptable to suggest administering questions face to face rather than as a written questionnaire but it would not be acceptable to suggest an experimental approach.

2 marks for each improvement awarded as follows:

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

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

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

- 3. Suggest how each of these improvements would affect the validity of your results. [6]**

3 marks for explanation of each improvement awarded as follows:

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

1 mark - brief answer or answer lacking clarity

2 marks – The candidate has attempted to explain the likely effect of the improvement on validity in context of the candidates' own activity. OR the likely effect of the improvement on validity is well explained but no reference is made to the candidate's own activity.

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

**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 ...' Candidates who simply state that the aim of the observation was to observe 'behaviour' of a particular group without giving any further details can be awarded a maximum of 1 mark.

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.

- 5. Outline two findings in relation to your aim. [4]**

2 marks for each finding from the candidate's observation.

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, training observers in the use of the coding scheme before the research starts or use of video to train / check coding. 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.

1 mark – the candidate has a basic understanding of reliability but has not made a clear suggestion as to how to reliability could be improved.

2 marks – the candidate has made one or more suggestions as to how reliability might be improved but this is not 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 attempted to do 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 correlational hypothesis or has not provided any creditworthy information.

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

2 marks - The candidate has written a null hypothesis with one variable (e.g. Time of day will have no effect on the results) OR both variables are referred to but the null lacks clarity.

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

**8. Sketch a fully labelled summary of your results in an appropriate visual display. [3]**

**This could be a bar chart, frequency polygon, pie chart or a table. This must contain a summary e.g means or totals. Tables or graphs displaying only raw data will not be awarded any marks.**

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

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

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

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

**9. (a) Outline the conclusion that you reached in relation to your hypotheses. [3]**

Candidates should state the conclusion clearly and for full marks this should be done in relation to the hypotheses. E.g. The hypothesis, that participants will remember more words in a quiet room than a noisy room was supported and the null hypothesis rejected. Participants remembered approximately twice as many words in quiet rooms than noisy rooms.

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

1 mark - There is a brief or unclear conclusion with no mention of either hypothesis OR a statement of acceptance / rejection but no conclusion.

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

3 marks - The conclusion is stated clearly and both hypotheses are included.

**9. (b) Explain how you analysed your data in order to reach this conclusion. [3]**

This is asking candidates to explain their inferential statistical analysis. The most likely tests they will report will be the Mann-Whitney U test, Wilcoxon signed ranks test or a 't-test'.

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

1 mark - Very brief details given, most likely simply stating which test was used. Lack of understanding evident.

2 marks - The statistical test is named and the results are given although this answer lacks some clarity and is unlikely to mention significance levels / probability.

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

**Activity D: Collection of data involving two independent measures and analysis using a test of correlation.****10. Describe the sampling method used to select the participants for this activity. [2]**

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

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

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

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

**11. Outline one strength and one weakness of this sampling method. [4]**

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

2 marks for strength and 2 marks for weakness.

0 marks – the candidate has not provided any creditworthy information

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

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

**12. (a) Suggest an alternative sample of participants that may have been used for your investigation. [2]**

Candidates may suggest any alternative sample but this must be a different sample as opposed to simply stating that the sample should be larger. Likely answers are different age group, different gender, different school, town or culture. Candidates may also suggest different sampling methods.

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

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

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

12. (b) Explain how using this alternative sample of participants might affect your results. [4]

Candidates may discuss one possible effect in detail or several possible effects in less detail. It will be appropriate to discuss specific changes to the results as well as discussing the results in more general terms, for example the generalisability.

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

1 mark – the candidate has identified one possible effect but there is no discussion. Answer has not been given in context of candidate's own investigation.

2 marks – the candidate has identified more than one possible effect but there is no discussion OR one effect with limited discussion. Answer has not been given in context of candidate's own investigation.

3 marks – Either: the candidate has identified and discussed one possible effect in some detail although there is some omission or lack of clarity OR the candidate has identified more than one possible effect and has made some attempt at discussion. The candidate has made an attempt to give their answer in the context of their own investigation.

4 marks – Either: the candidate has identified and discussed one possible effect and the quality of the discussion is very good. OR the candidate has identified and discussed a number of possible effects with some discussion of each. The candidate has given a fully contextualised answer.



## Mark Scheme 2544 Psychology and Education

### 1(a) Describe one type of performance assessment used with pupils. [6]

This question is intended to enable candidates to provide a description of one type of performance assessment carried out within school. This will most likely be related to Key Stage assessments and the psychology related to how this can be used to inform us about the ability of pupils.

Most likely descriptions of 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. Psychometric tests will not be credited in the top band unless explicitly related to pupil performance.

Weaker responses will be brief, lack detail and show little understanding of the nature of the information gained from performance assessment. Stronger responses will clearly link the type of assessment to what information it is intended to obtain and may discuss what 'performance' is expected.

No answer or incorrect answer. 0

The answer attempts to describe a type of performance assessment. 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. 1-2

The answer considers a type of performance assessment using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of the nature of the performance being assessed from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

### 1(b) Discuss the usefulness of assessing pupils' performance at different ages. [10]

This question allows candidates the opportunity to discuss a wide range of potential uses of performance assessment and these could include; information on teacher effectiveness; motivating feedback for students; formative feedback for students; method of screening for low or high attaining pupils; a measurement of what pupils know, their cognitive development. The link to age related tests may discuss the notion of expected performance level and the possibility of providing supporting strategies.

No answer or incorrect answer. 0

The answer attempts to discuss the use of performance assessment. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that consider the usefulness of performance assessment. 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. 8-10

**2(a) Describe one difference in learning and teaching styles. [6]**

This question provides candidates with an opportunity to describe a difference in learning and teaching style when discussed in contexts of individuals. Candidates are most likely to describe one of the many learning styles, such as:

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.

Honey 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 responses will clearly describe a learning style and link this to a difference such as personality (Schroeder, 2001); gender (Severiens and ten Dam (1998), culture (Sadler-Smith, (1998) or even age.

No answer or incorrect answer. 0

The answer attempts to describe what is meant by a learning and teaching style. 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. 1-2

The answer considers learning and teaching styles using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of learning and teaching styles and relates this to individual differences from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

**2(b) Discuss the difficulties in investigating individual differences in learning and teaching styles. [10]**

It is expected that most answers will focus on individual differences and issues related to methodology. Other evaluation points raised may include reductionism, sample, the reliability and the validity of the method and ethical issues.

No answer or incorrect answer. 0

The answer attempts to evaluate individual differences in learning and teaching style. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

The answer is appropriate to the assessment request. Some relevant issues are raised and applied in an appropriate way to evaluate individual differences in learning and teaching style. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration. 5-7

The answer is appropriate to the assessment request. The answer has a good range of points that evaluate individual differences in learning and teaching style. 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. 8-10

## Section B

**3(a) Describe what psychologists have found out about disruptive behaviour in school. [10]**

This question is straightforward and follows the exam specification rubric. Candidates are expected to describe; types and explanation of disruptive behaviour; the causes and effects of disruptive behaviour; and strategies to prevent or correct disruptive behaviour. Weaker responses will be brief and lack detail. Stronger responses will describe the research accurately and in more detail.

The most likely responses may be:

Types of disruptive behaviour from Lefrancois or Fontana, many lists expected. The explanations are often problematic for candidates but essentially this can be any attempt to identify why a behaviour is troublesome. These could be due to both the teacher and the pupil and family background.

Most common cause discussed recently is ADHD and ADD Rosenhan and Seligman (1989)

Many preventative strategies can be given; whole school strategies; classroom strategies; cognitive modification with the temptation to talk about CBT; the use of families and communities.

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

**Total 10 marks for question part (a).**

**3(b) Evaluate what psychologists have found out about disruptive behaviour in school. [16]**

Candidates are required to evaluate research that is related to disruptive behaviour and not just to describe more findings. Strong responses will provide a wide range of evaluative issues that represent a range of disruptive behaviour issues and effectively analyse this material. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail.

Likely issues raised may be:

Nature nurture debates

Usefulness of theoretical approaches in the classroom

Methodological issues

Reliability and validity of the techniques used

Individual differences

Reductionist arguments to explain human behaviour

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

**Range of Issues (AO2)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

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

**Analysis (AO2)**

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

**Argument Structure (AO2)**

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

**Total 16 marks for question part (b).**

- 3 (c) A teacher is finding it difficult to manage the behaviour of a class of 11 year old pupils during the last lesson on Friday afternoon. Using your psychological knowledge, suggest one strategy to correct their behaviour. Give reasons for your answer. [8]**

It is expected that the candidate will attempt to provide a suggestion for the cause of the disruptive behaviour and from this suggest a strategy that may be successful. Strong candidates will present this information along with clear psychological evidence, weaker candidates may not make the link and will provide mainly anecdotal responses. Most likely suggestions will focus on providing a classroom response and the related management issues, the sharing of responsibilities and effective communication of expectations could feature. See 3(a) for possible psychological theory.

**Application (AO1/AO2)**

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

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding. 0

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. 1-2

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. 3-4

**Total 8 marks for question part (c).**

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

The question provides candidates with the opportunity to describe a wide range of research related to individual differences in educational performance. It is expected that candidates will select research from the following areas; the differences in cultures and genders; explanations for these differences; and strategies to improve performance.

Weaker responses will be brief and lack detail. Stronger responses will describe the research accurately and in more detail and cover the range listed above and link these to educational performance

Gender differences are likely to draw on the 'failing boys/improving girls' issues. Data from SATs and GCSE and preference for subject choice such as Henry (2001) and boys reading preferences also a variety of DfES reported statistics are likely. Cultural differences are often related to London boroughs (Demie, 2001) and also Hispanic experiences in America (Ewing, 2001).

Explanations will cover; biological, typically Gould (1981) and Gross's rats (actually Dorner, 1968) and hemispherical differences. Attitudes and beliefs, Rosenthal and Jacobsen (1996) highlights the impact of expectations. Often links to Bandura and social learning.

Strategies for improving performance need to be linked to the individual differences not simply listed. Ruddock and Gray, (2000) for the use of single sex grouping to address gender differences. Role modeling and mentoring for more 'specific' groups.

**Concepts and Terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.	0
The answer demonstrates some understanding but this is sparse.	1
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.	2
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

**Total 10 marks for question part (a).**

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

Candidates are required to evaluate research that is related to individual differences and not just to describe more findings. Strong responses will provide a wide range of evaluative issues and effectively analyse this material. Weaker responses will tend towards description and not evaluation, often contain unsubstantiated claims and generally be lacking in detail.

Usefulness of the research – how findings can be applied to classroom situations.  
 Validity of the methodology used in the research – Can rat studies inform human learning?  
 Deterministic nature of the findings – stereotyping of cultures and genders.  
 Reductionism – simplistic view of learning from the behaviourist perspective  
 Ethical issues related to experimental technique and self fulfilling prophecies.

Candidates may also raise the issue of the usefulness of differences, diversity is good but lack of opportunity is not.



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)**

No material worthy of credit. 0

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

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

### **Evidence for Issues (AO2)**

No material worthy of credit. 0

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

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

### **Analysis (AO2)**

No material worthy of credit. 0

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

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

### **Argument Structure (AO2)**

No material worthy of credit. 0

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

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

**Total 16 marks for question part (b).**

- 4(c) A 16 year old male student is planning to go to university but realises that his grades need to be better. Using your psychological knowledge, suggest strategies to help him improve his educational performance. Give reasons for your answer. [8]**

The point of this question is to allow candidates the opportunity to explain and give the rationale for an improvement strategy. The age and gender should be cues for selecting an appropriate suggestion. Many studies (see 4a) are acceptable the way they are presented is the issue here.

**Application (AO1/AO2)**

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

An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. 1-2

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. 3-4

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding. 0

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. 1-2

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. 3-4

**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 Psychology and Health

## SECTION A

### 1(a) Describe one way in which stress has been measured. [6]

Most likely answers to this question could include the use of a self report tool such as Holmes and Rahe (1967). Social readjustment rating scale or Kanner's (1981) Hassles and uplifts scale. Physiological methods such as blood pressure, heart rate, galvanic skin response, whether individually suggested or as a polygraph would be equally acceptable. Strong answers will offer an accurate and detailed account of how the technique described can be used to measure stress. Weaker answers will lack a clear link between the technique and the measurement of stress.

No answer or incorrect answer 0

The answer attempts to describe one technique used to measure stress. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding. 1 – 2

The answer considers one technique used to measure stress using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3 – 4

The answer gives a clear account of one technique used to measure stress from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5 – 6

### 1(b) Discuss the validity of ways in which stress has been measured. [10]

This question requires candidates to consider the extent to which techniques used to measure stress are actually successful in achieving this. It is expected that candidates will consider more techniques to measure stress than just the techniques they considered in part (a) of this question. Better answers will illustrate clearly the aspects of several techniques to measure stress which improve or compromise their validity. Specific points will depend very much on the techniques chosen. It is likely that weaker answers will focus on describing stress measurement techniques in greater detail without really addressing the issue of validity. The very strongest answers will offer a balanced discussion of various methods used to measure stress and examine how various aspects of the application of those methods impinge on the validity of the measure. Issues such as demand characteristics, evaluation apprehension, social desirability, individual differences and so on are likely to feature.

No answer or incorrect answer 0

The answer attempts to evaluate the validity of ways in which stress has been measured in part (a). The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1 – 4

The answer is appropriate to the assessment request. Some evaluative issues are raised and applied in an appropriate way to the validity of ways in which stress has been measured. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration. 5 – 7

The answer is appropriate to the assessment request. The answer has a good range of points relating to the validity of ways in which stress has been measured. 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.

8 – 10

**2(a) Describe one study of health promotion in a school or worksite. [6]**

There are many appropriate studies for candidates to choose from in answer to this question. Likely examples may include the Live for Life programme, smoking bans in the work place such as the study by Gomel (1993), peer education programmes eg Bachman (1988), Sussman et al (1995) or Davis Kirsch and Pullen (2003) and so on. Better answers will identify a study (which is based in a school or a worksite) and will outline what was done, what was found and relate the findings to the question. Answers which simply outline a method of health promotion or a campaign without a study will receive a maximum of 2 marks. Similarly, answers which outline a study of health promotion which is not in a school or worksite will also receive a maximum of 2 marks.

No answer or incorrect answer 0

The answer attempts to describe one study of health promotion in a school or worksite. 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. 1 – 2

The answer considers one study of health promotion in a school or worksite, using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3 – 4

The answer gives a clear account of one study of health promotion in a school **or** worksite, from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5 – 6

**2(b) Discuss the difficulties of making health promotion effective. [10]**

There are many possible approaches to this question. The question is designed to open up the possible points to be made by allowing candidates to comment on health promotion in general. Candidates are expected to identify a number of difficulties and discuss these. Examples of these difficulties might include; addiction, reluctance to change behaviour, peer pressure, effective communication of the message, resentment etc. Regardless of the focus adopted, stronger answers will clearly illustrate how the factors identified influence the extent to which health promotion is hindered or supported. Stronger answers may also explore the consequences of this. Weaker answers will tend to make superficial comments relating to the factors they identify.

No answer or incorrect answer 0

The answer attempts to discuss the difficulties of achieving effective health promotion. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1 – 4

The answer is appropriate to the assessment request. Some evaluative issues are raised and applied in an appropriate way to discuss the difficulties of achieving effective health promotion. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration. 5 – 7

The answer is appropriate to the assessment request. The answer has a good range of points relating to factors which discuss the difficulties of achieving effective health promotion. 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.

8 – 10

**SECTION B****3(a) Describe what psychologists have learned about the patient/practitioner relationship. [10]**

A wide range of material is available to candidates in answer to this question. As the question is very open, material from any or indeed all of the sub-sections of the specification would be appropriate. Empirical studies such as; McKinstry and Wang (1991) on NVC, cognitive and emotional components to patient satisfaction, Savage and Armstrong (1990), directing and sharing doctor style, Maguire and Rutter (1976), feedback to medical students on interaction with patients may be likely to feature. Also improving understanding such as Ley (1989) and reasons for delay in seeking medical advice eg Safer et al (1979). Essentially strong answers will present a range of evidence which may be both empirical and theoretical which is used to describe and illustrate what psychologists have learned about the patient/practitioner relationship. It is quite possible that evidence from other areas of the specification may be appropriately used in answer to this question, eg from adherence, provided that they are focused on the patient/practitioner relationship. Weaker answers will tend to describe aspects of the relationship and support these with only anecdotal evidence.

**CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH [A01]**

Incorrect or inappropriate material is presented. 0 marks

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

Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation is reasonable but there are a number of errors. 2 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. 3 marks

**EVIDENCE [A01]**

No evidence is presented. 0 marks

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

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

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

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

**UNDERSTANDING [AO1]**

The answer is list like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

**3(b) Evaluate what psychologists have learned about the patient/practitioner relationship. [16]**

There are many evaluative issues which can be applied to answering this question. Answers may use issues such as validity, ethics etc to evaluate the empirical research outlined in part (a) but stronger answers will address the specific question and consider the extent to which psychologists have effectively explored the relationship between patients and their practitioners. The issue of methodology would be highly appropriate here in considering exactly how the evidence presented had been gathered and the impact this may have on its quality and usefulness. Equally consideration of individual differences and how these impinge on the patient/ practitioner relationship would also be appropriate.

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

**RANGE OF ISSUES [AO2]**

No material worth credit. 0

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

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

**EVIDENCE FOR ISSUES [AO2]**

No material worthy of credit 0

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

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

**ANALYSIS [AO2]**

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

**ANALYSIS STRUCTURE [A02]**

No material worthy of credit.	0
The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.	1 - 2
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 - 4

**3(c) Some patients seek inappropriate amounts of medical attention. Using your knowledge of psychology suggest how a practitioner could reduce this mis-use of health services. Give reasons for your answer. [8]**

Most candidates will be able to suggest how to tackle this type of mis-use of the health service. Possible suggestions may include rewarding patients for seeking appropriate amounts of medical attention or indeed punishing them for not doing so. Awareness campaigns of the impact on the health service may also be considered. Candidates may suggest that the practitioner alters his/her style with such patients or even that such patients are offered psychological help or given some form of social support. Only stronger candidates will base their suggestions on clear psychological evidence and provide an explanation for the rationale of their suggestion.

**APPLICATION [A02]**

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

**APPLICATION INTERPRETATION: REASONS [AO1/AO2]**

The answer shows very little or no understanding	0
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.	1 - 2
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.	3 - 4



**4(a) Describe what psychologists have learned about adherence to medical advice. [10]**

Candidates can select from a wide range of material for this question. Material from all of the three subsections of the specification would be appropriate here. It is expected that stronger answers will present a range of evidence to support concepts such as why patients don't adhere, measuring adherence and improving adherence. Studies might include; Riekert and Drotar (1999), Ley (1988), organisation and memory and other studies, Kent and Dalgleish(1996) completion of antibiotic course, rational non-adherence Bulpitt (1988) impotence as a side effect of hypertension medication, Chung and Naya (2000).

Weaker answers are likely to discuss adherence in a superficial way and only support the concepts raised with anecdotal evidence.

**CONCEPTS, TERMINOLOGY AND QUALITY OF ENGLISH [A01]**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**EVIDENCE [AO1]**

No evidence is presented. 0

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

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

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

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

**UNDERSTANDING [AO1]**

The answer is list like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

**4(b) Evaluate what psychologists have learned about adherence to medical advice. [16]**

Evaluation points will depend to some extent on the material selected in part (a) and may include a consideration of how the work of psychologists has improved our understanding of why patients fail to adhere to medical advice. Consideration of the extent to which empirical research is valid, reliable, ethical, useful etc. would be relevant as would comments relating to individual differences. Candidates who choose to evaluate the measuring of adherence are likely to explore the validity of such measures.

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]**

No material worth credit. 0

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

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

**EVIDENCE FOR ISSUES [AO2]**

No material worthy of credit 0

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

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

**ANALYSIS [AO2]**

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

**ANALYSIS STRUCTURE [A02]**

No material worthy of credit.	0
The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.	1 - 2
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 - 4

**4(c) Many patients who are prescribed a ten day course of medication fail to complete their treatment. Using your knowledge of psychology suggest how these patients can be encouraged to complete their treatment. [8]**

Most candidates will be able to suggest how patients can be encouraged to adhere to a ten day course of medication. Better candidates will also support their suggestion with Psychological rationale and evidence. They will also tailor their suggestion to the specific issue of a short term treatment.

There are numerous possible suggestions which could include; rewarding or punishing the patient, setting up support groups, direct observation, extracting a promise and so on.

**APPLICATION [A02]**

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

**APPLICATION INTERPRETATION: REASONS [AO1/AO2]**

The answer shows very little or no understanding	0
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.	1 - 2
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.	3 - 4

# Mark Scheme 2546 Psychology and Organisations

## 1(a) Describe one type of selection interview. [6] [AO1]

Most likely answers will describe the traditional interview or the structured interview. Alternatives include the situational interview (Latham and Saari 1980) including the critical incident technique, the behaviour description interview (Janz 1982) or videoconference interviews.

No answer or incorrect answer. 0

The answer attempts to describe what is meant by selection interview. 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. 1-2

The answer considers a selection interview using appropriate psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of a selection interview from a psychological perspective. The answer is detailed, well organized and the candidate clearly understands what they have written. 5-6

**Total Marks: [6]**

## (b) Discuss the weaknesses of selection interviews. [10] [AO2]

Weaknesses include lack of interviewer reliability, poor standardization of responses, interviewee giving socially desirable responses, bias because of culture, gender, accent etc. lack of projective validity, poor rating scales, lack of training of interviewers and any other relevant pitfall.

No answer or incorrect answer. 0

The answer attempts to discuss the weaknesses of selection interviews. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that consider the weaknesses of selection interviews. 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. 8-10

**Total Marks: [10]**

**2(a) Describe one possible effect of work stress.**

**[6] [AO1]**

Most likely answers will give a description of the General Adaptation Syndrome (Seyle 1956) or burnout (Greenberg and Baron 1995), turnover and absenteeism Gupta and Beehr 1979), higher accident rates and decreased work performance (inverted U, Cohen 1980).

No answer or incorrect answer. 0

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

The answer considers one effect of work stress using appropriate psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of one effect of work stress from a psychological perspective. The answer is detailed, well organized and the candidate clearly understands what they have written. 5-6

**Total Marks: [6]**

**2(b) Assess the usefulness of investigating work stress.**

It is useful to investigate work stress so that employers can develop strategies to reduce it and deal with it via counselling or providing employees with coping strategies. Candidates may also raise issues such as reliability and validity.

No answer or incorrect answer. 0

The answer attempts to discuss the usefulness of investigating work stress. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that considers the usefulness of investigating work stress. There is a confident use of psychological terms and concepts. The answer has an impressive range of points, each of which is clearly explained, and elaboration is coherent and thorough. 8-10

**Total Marks: [10]**

**SECTION B****3(a) Describe what psychologists have learned about human resource practices. [10]**

Candidates may describe a variety of job analysis techniques including: observation, interviews and inventories such as the PAQ ( McCormick 1972), the JCI ( Banks 1983), the FJA (Fine and Cronshaw 1999) and the Critical Incidents Technique (Flanagan 1954) Performance appraisal techniques will be described ranging from electronic monitoring to forced distributions, rating scales and 360 degree feedback. Reward systems described will include extrinsic and intrinsic motivators.

**Concepts and terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

**Total marks : [10]**

**3(b) Evaluate what psychologists have learned about human resource practices. [16]**

The evaluation points are likely to include reliability and validity of job analysis techniques and their generalisability to a range of jobs; also the effectiveness of performance appraisal or reward systems.

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)**

No material worthy of credit. 0

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

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

**Evidence for issues (AO2)**

No material worthy of credit. 0

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

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

**Analysis (AO2)**

No material worthy of credit. 0

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

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

### Argument Structure (AO2)

No material worthy of credit. 0

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

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

**Total marks: [16]**

**3(c) The human resources manager of a hotel chain is conducting a job analysis for their restaurant chefs. Using your knowledge of psychology, suggest how the manager could do this. Give reasons for your answer. [8]**

Better suggestions will focus on job descriptions relating to relevant work functions eg according to functional job analysis compiling data, speaking to people and doing precision work with things.

### Application (AO1/AO2)

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

Appropriate suggestions are made but are based on anecdotal or peripherally relevant psychological evidence. 1-2

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

### Application Interpretation: Reasons (AO1)

The answer shows very little or no understanding. 0

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

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. 3-4

**Total marks : [8]**

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



**4(a) Describe what psychologists have learned about leadership and management. [10]**

Outline main theories of leadership: leader-centered, greatman, trait, behaviourist, universalist; contingency theory. Leadership styles eg Democratic, Autocratic and Laissez – Faire (Lewin, Lippert and White, 1939); relationship/task oriented leaders (Michigan studies, Fleishman, 1969) Transactional and Transformational leaders (Burns 1978), Fiedler LPC model and Vroom and Yetton Decision Model (1973).

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

**Concepts and terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

**Total marks: [10]**

**4(b) Evaluate what psychologists have learned about leadership and management. [16]**

The evaluation points are likely to depend on the materials selected in part (a) and may include the ambiguity of results ie Michigan studies, cultural differences in differing preferences of leadership style and validity of some leadership models.

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)**

No material worthy of credit. 0

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

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

**Evidence for issues (AO2)**

No material worthy of credit. 0

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

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

**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)**

No material worthy of credit. 0

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

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

**Total marks: [16]**

- 4(c) You have been asked to advise a group of new leaders of youth activity camps. Using your knowledge of psychology, suggest an effective leadership style for working with young people. Give reasons for your answer. [8]**

Candidates may suggest a democratic leadership style or leadership based on a transformational model. For top marks it needs to be specifically related to leadership in youth activity camps.

**Application (AO1/AO2)**

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

An appropriate suggestion is made but is based on anecdotal or peripherally relevant psychological evidence. 1-2

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. 3-4

**Application Interpretation: Reasons (AO1)**

The answer shows very little or no understanding. 0

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

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

**Total marks: [8]**

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

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

# Mark Scheme 2547 Psychology and Environment

## SECTION A

### 1(a) Describe one animal study investigating crowding. [6]

Any study on effects of crowding on animals may be used, for example Calhoun (1962) – rats in behavioural sink; Christian et al (1960) – Sika deer; Dubos (1965) lemmings; Channing (2001) hens; Crowcroft et al (1958) house mice.

No answer or incorrect answer.

The answer attempts to describe a study investigating effects of crowding on animals. 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. 1-2

The answer considers a study investigating effects of crowding on animals using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of a study investigating effects of crowding on animals from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

**Total Marks [6]**

### 1(b) Discuss difficulties in investigating crowding in animals. [10]

Candidates may consider ethics, generalising to humans/other animals, problems of measurement - animals unable to give verbal feedback, methods used etc

No answer or incorrect answer. 0

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. 1-4

The answer is appropriate to the assessment request. Some difficulties are mentioned. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration. 5-7

The answer is appropriate to the assessment request. 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. 8-10

**Total Marks [10]**

**2(a) Describe one study of urban renewal or building design. [6]**

Studies such as Fried (1963) on residential relocation of Italian working class can be used. Housing design e.g. Pruitt-Igo; comparison of high rise/low rise multiple-unit residences (McCarthy et al 1978) Also research into defensible space (eg. Oscar Newman) Paulus (1988) – architectural layout in prisons; Baum and Valins – student accommodation

**Marks            Mark Descriptor**

No answer or incorrect answer. 0

The answer attempts to describe research into urban renewal or building design. 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. 1-2

The answer considers research into urban renewal or building design using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of research into urban renewal or building design from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

**Total Marks [6]****2(b) Assess the extent to which architecture determines behaviour. [10]**

Candidates may discuss architectural determinism, possibilism and probabilism. Also individual differences, cultural differences, past experience, personality, in relation to research in this area.

No answer or incorrect answer. 0

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. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that consider the extent to which architecture can be said to determine 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. 8-10

**Total Marks [10]**

**SECTION B****3(a) Describe what psychologists have found out about climate and weather. [10]**

Answers may distinguish between climate (average weather conditions over a period of time) and weather (changing conditions). Candidates may discuss climatological determinism.

Research on effects of climate and weather on **performance** - productivity of workers (Link & Pepler 1970); classroom performance (Pepler 1972); effects on **social behaviour** - Goransen & King (1970) heat and aggression; Cunningham (1979) – sunlight; Cohn and Rotton (2000) weather and property crimes; electric shocks - Baron & Bell (1975); horn honking – Kendrick and MacFarlane (1986); heat and attraction Ruback and Pandy (1992); Griffit (1970) could be considered. Also Cohn (1993) - wind and domestic violence. Candidates may also discuss the effects of moon phases and research into Seasonal Affective Disorder (Rosenthal et al 1984)

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

**Concepts and Terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

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

**3(b) Evaluate what psychologists have found out about climate and weather. [16]**

Note – any evaluative point may receive credit, for example  
 Climatological determinism  
 Methods used by psychologists in this topic area  
 Individual differences  
 Ecological validity  
 Generalisability of the research findings

The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or 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)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

No material worthy of credit. 0

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

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

**Analysis (AO2)**

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

**Argument Structure (AO2)**

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

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

- 3(c) Weather may have positive or negative effects on performance and health. Using your knowledge of psychology, suggest the best time of year to hold school examinations. Give reasons for your answer. [8]**

Markscheme guidelines apply in that any reasonable suggestion is acceptable. Suggestion should be based on psychological evidence/research. Candidates may suggest summer because of Seasonal Affective Disorder – Rosenthal et al 1984); winter – (unless air conditioned – Pepler 1972); Auliciems 1972 –performance is better when temperature slightly cooler; Cunningham 1979 – better moods in sunlight, etc

**Application (AO1/AO2)**

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

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding.	0
The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion.	1-2
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.	3-4

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

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



**4(a) Describe what psychologists have learned about natural disasters and technological catastrophe. [10]**

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

**natural disasters** – Johnson et al 1982, Buist et al 1983 (volcano on Mount St Helens); Fukuda et al 2000 (Hanshin-Awaji earthquake in Japan); Sims and Baumann 1972 (tornadoes and personality); Thompson et al 1993 (Hurricane Hugo); Archea – comparison of Japanese and American victims of an earthquake; Turkish earthquake 1999; Hurricane Mitch 1998.

**technological catastrophe** – Buffalo Creek flood 1972; Three Mile Island accident 1979; Chernobyl – effects on children (Bromet et al 2000)

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

**Concepts and Terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

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

**4(b) Evaluate what psychologists have learned about natural disasters and technological catastrophe. [16]**

Note: Any evaluative point can receive credit  
 e.g. How psychologists gain their evidence  
 Implications  
 Ethics  
 Individual differences  
 Generalisability

*The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or 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)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

No material worthy of credit. 0

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

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

**Analysis (AO2)**

No material worthy of credit. 0

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

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

**Argument Structure (AO2)**

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

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

- 4(c) A natural disaster has just hit a nearby town and a disaster committee has been set up to help the residents. Using your knowledge of psychology suggest how you would advise the committee. Give reasons for your answer. [8]**

Markscheme guidelines apply in that any reasonable suggestion supported by psychological evidence is acceptable. For example, Balluz et al (2000) –predictors of people’s responses to disaster warning; Drabek and Boggs (1968) evacuation – families should stay together; Chemtob (1997) psychological intervention – multihour debriefing group; Kaniasty et al (1990) – social support; preparedness and warnings – both in Gifford (1997); Carmichael (2000) – Wizard of Oz metaphor; Nagao et al (1995) psychological intervention for children

**Application (AO1/AO2)**

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

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding.	0
The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion.	1-2
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.	3-4

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

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

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

# Mark Scheme 2548 Psychology and Sport

## SECTION A

### 1(a) Describe one measure of anxiety in sport. [6]

The Profile of Mood States (POMS) is the most commonly used instrument for measuring mood states in sports psychology. Originally it was developed by McNair, Lorr and Droppleman (1971) and measures six mood states: tension, depression, anger, vigour, fatigue and confusion. Other versions have been developed but the same basic six mood states are measured in each version. Morgan (1979) among others have used POMS in their sports psychology research. The Competitive State Anxiety Inventory (CSAI-2) is another commonly used pencil and paper psychometric test. Physiological measures can be used to measure that component of anxiety. These may include EEG measures or autonomic measures such as heartbeat, GSR responses or muscle change using an EMG. Observation of behavioural change is another acknowledged way to measure sports anxiety. Note that answers should always be set in a sporting context.

No answer or incorrect answer. 0

The answer attempts to describe one measure of anxiety 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. 1-2

The answer describes one measure of anxiety in sport using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3-4

The answer gives a clear description of one measure of anxiety in sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

### 1(b) Contrast measures of anxiety in sport. [10]

Measures tend to come from different approaches to research, such as physiological, psychometric and behavioural observation. These give a good basis for contrasting approaches. Issues of using different measures also provide fertile ground for addressing the question, such as the subjective nature of ink-blot tests compared to the seemingly more objective psychometric tests. Reliability and validity, including ecological validity are other likely issues for contrasting – these should be addressed specifically, not in catch-all answers which maybe contrast ‘the reliability and validity’ of certain measures. This will typify the weaker candidate.

No answer or incorrect answer. 0

The answer attempts to contrast measures of anxiety in sport. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the issue of contrasting measures of anxiety 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. 5-7

The answer is appropriate to the assessment request. The answer has a good range of points that contrast measures of anxiety 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. 8-10

[Total:16 marks]

**2(a) Describe one study of leadership style or coaching style in sport. [6]**

Chelladurai provides a likely study of leadership from sports psychology. Other studies of leadership referred to in sports psychology literature come from traditional psychology. These include Lewin, Lippitt and White (1939) and Fiedler's Contingency Model (1967). These are perfectly legitimate responses provided that they are explicit in their reference to sport. Smith et al's Coaching Behaviour Assessment System (CBAS) has informed much research on coaching behaviour. Carron and Bennett have been prominent in investigating coach-performer compatibility. Players and coaches perceptions is also an area of interest and relevance.

No answer or incorrect answer. 0

The answer attempts to describe one study of leadership styles or coaching styles 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. 1-2

The answer describes one study of leadership styles or coaching styles in a sporting context using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding. 3-4

The answer gives a clear description of one study of leadership styles or coaching styles in a sporting context from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

**2(b) Discuss the limitations of research into leadership styles and coaching styles in sport. [10]**

Any evaluation issues which are relevant are acceptable and they must address the **limitations** part of the question. Hence, methodological limitations are most likely. Usefulness to the sporting context, or generalising from one sport to another also provide likely responses, as do validity issues or the ethnocentric nature of much of the research. As the phrase 'leadership styles and coaching styles' can be read together or separately, equal credit can be awarded to one or other or both.

No answer or incorrect answer. 0

The answer attempts to discuss the limitations of research into leadership styles and coaching styles in sport. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the issue of limitations of research into leadership styles and coaching styles 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. 5-7

The answer is appropriate to the assessment request. The answer has a good range of points that discuss limitations of research into leadership styles and coaching styles 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. 8-10

**[Total:16 marks]**

**SECTION B****3(a) Describe what psychologists have discovered about social influence in sport. [10]**

Candidates may look at team cohesion, individual performances within a team setting, audience effects and home advantage related to audience characteristics. Likely responses include theories of group cohesion such as Tuckman (1975) or social loafing (Ringelmann Effect). Social Facilitation research by Zajonc or Evaluation Apprehension research such as Cottrell's may well be regular inclusions. Research by Schwartz and Barsky tends to lead the way with research into home advantage and audience characteristics. Stronger candidates will demonstrate a range of knowledge and understanding in this area and make explicit references to the sporting context, weaker candidates are likely to fall short on range, understanding and/or contextualising to sport.

**Concepts and Terminology (A01)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (A01)**

No evidence is presented. 0

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

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

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

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

**Understanding (A01)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

[Total Marks:10]

**3(b) Evaluate what psychologists have discovered about social influence in sport. [16]**

There is a range of approaches to addressing this part of the question. A comparison or contrast of research in terms of evaluation issues is an effective way to respond. Ethnocentrism is a key evaluative issue as so much research is centred in the West, and more particularly the US (note common references to terms such as 'home court advantage'). Collectivist cultures may well provide alternative commentary on social influence in sport (eg Triandis 1990). Usefulness and ecological validity may also be considered, as may an ethical consideration of social influence in sport. The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or 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)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

No evidence is presented. 0

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

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

**Analysis (AO2)**

No material worthy of credit. 0

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

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

**Argument Structure (AO2)**

No material worthy of credit. 0

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



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

[Total:16 marks]

**3(c) Architects are designing a new sports stadium. As the team's sport psychologist, what suggestions would you make to maximise home advantage? Give reasons for your answer. [8]**

This may be addressed with references to research into home advantage. Such references may include Schwartz and Barsky (1977) who comment on crowd size or intimacy, or Varca's references to increased arousal. Better candidates may observe that the real effect is the negative effect on an away team, again Varca's research suggesting that increased arousal and frustration lead to deterioration of the away team's performance, this being caused by a hostile crowd (Greer 1983). Hence suggestions to make a crowd more hostile or intimidating (eg proximity to playing area) are particularly suitable.

**Application (AO1/AO2)**

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

An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. 1-2

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. 3-4

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding. 0

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. 1-2

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. 3-4

[Total : 34 marks]

**4(a) Describe what psychologists have learned about motivation and self confidence in sport. [10]**

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

**Concepts and Terminology (A01)**

Incorrect or inappropriate material is presented.

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

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

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. 3

**Evidence (A01)**

No evidence is presented. 0

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

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

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

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

**Understanding (A01)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2

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

[Total Marks:10]

**4(b) Evaluate what psychologists have learned about motivation and self confidence in sport. [16]**

The evaluation issues chosen may depend on the choice of content in part (a). Most likely points are usefulness to sport (comparing models from traditional psychology with sports specific models), difficulties of measurement, validity of definitions, methodological issues, demand characteristics. The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or 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)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

No evidence is presented. 0

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

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

**Analysis (AO2)**

No material worthy of credit. 0

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

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

**Argument Structure (AO2)**

No material worthy of credit. 0

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

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

[Total:16 marks]

- 4(c) A PE teacher is preparing to teach athletics to unmotivated 14 year olds. Using your knowledge of psychology, what suggestions could you make to help her to motivate her pupils? Give reasons for your answer. [8]

There is a wide range of motivational techniques embedded in psychological theory which may be proffered. Specific examples of intrinsic and extrinsic motivation may be commonly suggested, as may those deriving from notions of goal setting. Application of self-efficacy (Bandura 1977) or Nicholls developmental account of motivation in children may also provide a basis for effective responses.

**Application (AO1/AO2)**

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

An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. 1-2

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. 3-4

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding. 0

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. 1-2

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. 3-4

[Total:34 marks]

[Total paper marks : 50]

# Mark Scheme 2549 Psychology and Crime

## Question 1

### 1(a) Describe one study investigating 'police personality'. (6)

Likely studies include Colman and Gorman (1982);  
Brown and Willis (1985);  
Gudjonsson and Adlam (1983);  
Austin et al (1987) or Adlam (1981).

The best answers will describe the study including where possible, the researcher, sample, method, design, results and conclusions.

Any recognised study may be credited. Weaker answers may describe racism or 'canteen culture' in a general way without a specific study in which case it can be credited as an attempt only.

No answer or incorrect answer. 0

The answer attempts to describe one study which has investigated whether there is a police personality. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding. 1-2

The answer considers one study which has investigated whether there is a police personality using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding. 3-4

The answer gives a clear account of a study of the police personality from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written. 5-6

### 1(b) Discuss the validity of measuring the 'police personality'. (10)

Construct validity refers to whether a scale measures the social construct (such as "police personality") that it purports to measure. In this answer validity will be accepted in a broader sense to encompass a more general level of understanding. However the answer should be talking about whether it is possible to measure or agree that there is a police personality convincingly. Good answers will relate validity to relevant research, perhaps by mentioning the EPI or the Myers Briggs Inventory being used by researchers. More basic answers might refer to demand characteristics, 'canteen culture', racism and socially desirable answers with no specific link to the personality research or to validity.

No answer or incorrect answer. 0

The answer attempts to discuss the validity of measuring the police personality. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that consider the issue of the validity of measuring police personality. 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.

8-10

**2(a) Outline one offender treatment programme.**

**(6)**

A variety of suggestions can be accepted here. They might include Token Economies (Skinner, Hobbs and Holt 1976), Cognitive behavioural therapy including Social skills training and Anger management (Novaco 1975) generally (Friendship et al 2002), regimes such as Thorncross and Colchester (Farrington et al 2002), boot camps etc. An ideal answer will describe the theory behind the application, how it is implemented, who it might be most successful with or success rates generally. There are likely to be candidates who offer punishments and prevention strategies as treatment programs and in recognition of the overlap between these areas, credit will be given where a punishment or prevention strategy is contextualised as trying to treat an offender although these answers are likely to stay in the lower band. Answers which clearly and accurately describe treatments will gain more credit and achieve middle or top band scores.

No answer or incorrect answer.

0

The answer attempts to outline one offender treatment programme. 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.

1-2

The answer outlines one offender treatment programme using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.

3-4

The answer outline one offender treatment programme from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

5-6

**Total 6 marks for question part (a)**

**2(b) Assess the effectiveness of treating offenders. (10)**

Ideally, candidates should address whether treating offenders works in the short or medium or long term and what factors might influence the effectiveness of the treatment programmes. These might include, type of offender, type of crime (usefulness), social desirability, availability of programmes/cost, attitudes of courts and offenders to the treatments, retribution vs. rehabilitation for society and any other valid points. Weaker answers may stray from treatments and are likely to be anecdotal. Credit may be given for prevention or punishments where it is set in the context of treating an offender although it is likely to be in the lower bands.

No answer or incorrect answer. 0

The answer attempts to discuss the effectiveness of treating offenders. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail. 1-4

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

The answer is appropriate to the assessment request. The answer has a good range of points that consider the effectiveness of treating offenders. 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. 8-10

**Total 10 marks for question part (b)**

**SECTION B****3(a) Describe what psychologists have found out about criminal thinking patterns. (10)**

Candidates may offer material from across the sub-section. We could therefore expect to see Kolberg (1976), Piaget (1950s), Freud (1920s), Cornish and Clarke (1987) rationality and choice, Asch (1955), Zimbardo (1973), and attitudes/attribution (social cognition) including aggressive scripts (Zillman 1988, Dodge 1986), and hostile attributional bias. The best candidates will apply the research or theory explicitly to criminal thinking and will show by their conclusions that they understand what they are describing. Weaker candidates will offer rote-like descriptions of the research which are not applied to crime.

**Concepts and Terminology (AO1)**

Incorrect or inappropriate material is presented. 0

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

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

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. 3

**Evidence (AO1)**

No evidence is presented. 0

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

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

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

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. 0

The answer demonstrates some understanding but this is sparse. 1

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. 2



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

**Total 10 marks for question part (a).**

**3(b) Evaluate what psychologists have found out about criminal thinking patterns. (16)**

Candidates may use a range of issues to evaluate research such as that listed in part (a) including ecological validity, reliability, methodology, usefulness of research. Broader issues such as reductionism, determinism and ethics could also appear. Candidates may adopt an issue by issue approach or they may evaluate study by study. Either way should gain equal credit.

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

**Range of Issues (AO2)**

No material worthy of credit. 0

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

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

**Evidence for Issues (AO2)**

No material worthy of credit. 0

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

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

**Analysis (AO2)**

No material worthy of credit. 0

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

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

**Argument Structure (AO2)**

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

**Total 16 marks for question part (b)**

- 3(c) One of your friends accidentally knocks into a young man in a club and spills his drink. The young man reacts by hitting your friend in the face. From your knowledge of psychology, suggest why he might have reacted like this and give reasons for your answer. (8)**

Candidates could offer several explanations to explain this behaviour. They could include, aggressive scripts (Zillman 1988, Dodge 1986), high arousal levels, disinhibition through alcohol consumption, the fundamental attribution error, lower levels of morality (Kohlberg), deindividuation (Zimbardo, 1973) Attribution of Blame (Gudjohnsson 1984). The best answers will be clearly linked to the scenario and show good understanding of how theory can be applied. They may also be able to address weaknesses of the application. Weaker answers will tend to leave out the psychology and give answers based on personal experience or anecdote. Equal credit should be given for depth or breadth.

**Application (AO1/AO2)**

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

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding.	0
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.	1-2
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.	3-4

**Total 8 marks for question part (c)**

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

**4(a) Describe what psychologists have found out about crime-victim interaction. (10)**

Candidates can offer material from across the sub section so we might expect to see, The British Crime Survey, Police Crime statistics, Fear of Crime (Donaldson, R. 2003), PTSD, Rape Trauma Syndrome, Media influences (Heath, L. 1984) Just World Hypothesis (Lerner 1970, Rotter 1966) and Locus of Control. Any other relevant research is acceptable. The best answers will cover a range of evidence and offer clear accounts which are placed in the context of the question. Their conclusions will show that they understand how the research informs us about the experiences of victims of crime. Weaker answers will be rote-like and may not address the question directly. There will be a lack of detail and accuracy.

**Concepts and Terminology (AO1)**

Incorrect or inappropriate material is presented.	0
There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.	1
Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there are a number of errors.	2
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.	3

**Evidence (AO1)**

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

**Understanding (AO1)**

The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.	0
The answer demonstrates some understanding but this is sparse.	1
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.	2
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

**Total 10 marks for question part (a)**

**4(b) Evaluate what psychologists have found out about crime-victim interaction. (16)**

Research such as that described in (a) may be evaluated with a range of issues including ecological validity, reliability, sampling, methodology, usefulness. Broader issues such as reductionism, determinism and ethics could also appear. Some candidates may choose to evaluate issue by issue, others may evaluate studies or theories in turn. Either way should gain equal credit.

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

**Range of Issues (AO2)**

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

**Evidence for Issues (AO2)**

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

**Analysis (AO2)**

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

**Argument Structure (AO2)**

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

**Total 16 marks for question part (b)**

- 4(c) Your new top of the range phone bought with your hard earned money has been stolen from your bag. As a victim of a crime suggest how you could apply psychological knowledge to help you come to terms with your loss. Give reasons for your answer. (8)**

The just world hypothesis (Lerner 1970) and internal/ external locus of control (Rotter 1966) could be used to make you more or less annoyed depending on your viewpoint. Anger, guilt, learned helplessness (Seligman, 1974), fear of crime in the future and any other relevant suggestion. Candidates should address the scenario from the viewpoint of a victim rather than any reference to the criminal. The best answers will make relevant suggestions related to psychological rationale and may show pragmatic understanding of the usefulness of the suggestion/s. Equal credit should be given for breadth and depth.

**Application (AO1/AO2)**

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

An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. 1 -2

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. 3 -4

**Application Interpretation: Reasons (AO1/AO2)**

The answer shows very little or no understanding. 0

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. 1 -2

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. 3 -4

**Total 8 marks for question part (c)**

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

# Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))  
January 2008 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2540	Raw		46	41	36	31	26	0
	UMS	100	80	70	60	50	40	0
2541	Raw		32	27	23	19	15	0
	UMS	100	80	70	60	50	40	0
2542	Raw		37	33	29	26	23	0
	UMS	100	80	70	60	50	40	0
2544	Raw		40	35	31	27	23	0
	UMS	100	80	70	60	50	40	0
2545	Raw		40	36	32	28	24	0
	UMS	100	80	70	60	50	40	0
2546	Raw		38	33	28	24	20	0
	UMS	100	80	70	60	50	40	0
2547	Raw		40	36	32	28	24	0
	UMS	100	80	70	60	50	40	0
2548	Raw		40	34	29	24	19	0
	UMS	100	80	70	60	50	40	0
2549	Raw		39	34	29	24	20	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3876</b>	300	240	210	180	150	120	0
<b>7876</b>	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
<b>3876</b>	9.5	33.7	61.7	83.4	95.9	100	695
<b>7876</b>	8.5	35.4	72.0	95.1	100.0	100	88

## XXXX candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.



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