

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
A2 GCE**

**G543/01/I**

**PSYCHOLOGY**

**Options in Applied Psychology**

**INSERT – QUESTION BOOKLET**

**THURSDAY 19 JANUARY 2012: Afternoon**

**DURATION: 2 hours**

**SUITABLE FOR VISUALLY IMPAIRED CANDIDATES**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- This Insert is for your **REFERENCE ONLY**.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **FOUR** questions in total; **TWO** questions from **TWO** options only.

## **INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This paper contains questions on the following four options:
  - Forensic Psychology
  - Health and Clinical Psychology
  - Psychology of Sport and Exercise
  - Psychology of Education
- Quality of written communication is assessed throughout this paper.

## **Candidates should:**

- (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;**
- (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter;**
- (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.**

## **INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

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**You must answer TWO questions from ONE option and TWO questions from another option.**

## **FORENSIC PSYCHOLOGY**

- 1 (a) Outline evidence which shows that genes may influence criminal behaviour. [10]**  
**(b) To what extent are biological explanations of why people turn to crime reductionist? [15]**
  
- 2 (a) Outline techniques for interrogation of crime suspects. [10]**  
**(b) How useful is research into interviewing suspects? [15]**
  
- 3 (a) Describe research into the effect of shields and videotape on children giving evidence. [10]**  
**(b) Discuss difficulties which may be encountered when researching witness appeal. [15]**
  
- 4 (a) How has ear acupuncture been used as a treatment programme? [10]**  
**(b) Compare the strengths of different offender treatment programmes. [15]**

**You must answer TWO questions from ONE option and TWO questions from another option.**

## **HEALTH AND CLINICAL PSYCHOLOGY**

- 5 (a) Explain why people may not adhere to medical regimes. [10]**
- (b) Discuss the difficulties of researching adherence to medical regimes. [15]**
- 6 (a) Outline the social approach to managing stress. [10]**
- (b) Compare techniques for managing stress. [15]**
- 7 (a) Describe research into biases in diagnosis. [10]**
- (b) Evaluate the reliability of diagnosis of dysfunctional behaviour. [15]**
- 8 (a) Describe a behavioural treatment for dysfunctional behaviour. [10]**
- (b) Discuss ethical considerations regarding the treatment of dysfunctional behaviour. [15]**

**You must answer TWO questions from ONE option and TWO questions from another option.**

## **PSYCHOLOGY OF SPORT AND EXERCISE**

- 9 (a) Outline ONE measure of personality used in sport. [10]**
- (b) Discuss difficulties when conducting research into personality in sport. [15]**
- 10 (a) Describe how ONE theory of arousal applies to sport. [10]**
- (b) Evaluate the application of research into arousal in sport. [15]**
- 11 (a) Describe research into ‘home advantage’ in sport. [10]**
- (b) Assess the usefulness of research into the effects of an audience on sports performance. [15]**
- 12 (a) What is burnout and withdrawal in relation to exercise and sport? [10]**
- (b) To what extent is research into issues in exercise and sport ethnocentric? [15]**

**You must answer TWO questions from ONE option and TWO questions from another option.**

## **PSYCHOLOGY OF EDUCATION**

- 13 (a) What is meant by ‘multiple intelligences’? [10]**
- (b) Discuss problems researchers may have when investigating personal approaches to learning. [15]**
- 14 (a) Outline the social constructionist approach to teaching. [10]**
- (b) Compare the social constructionist approach to other approaches to teaching. [15]**
- 15 (a) Describe ‘learned helplessness’ in education. [10]**
- (b) Discuss the ecological validity of research into student beliefs and expectations. [15]**
- 16 (a) What are the implications of ability grouping for gifted students? [10]**
- (b) Assess the effectiveness of different ways of dealing with the additional needs of students. [15]**



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