OCR PSYCHOLOGY A-LEVEL

Examinations – what to expect

Content Overview	Assessment Overview	
Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.	Research methods (01)* 90 marks written paper 2 hours	**30%** of total A level
Introduces some of the central areas of investigation in psychology organised in key themes. Each key theme is represented by a classic and a contemporary core study.	Psychological themes through core studies (02)* 105 marks written paper 2 hours	**35%** of total A level
Compulsory section on Issues in mental health. Learners will also study **two** out of the following applied options: Child psychology, Criminal psychology, Environmental psychology, Sports and exercise psychology.	Applied psychology (03) 105 marks written paper 2 hours	**35%** of total A level

* Indicates synoptic assessment

ASSESSMENT OBJECTIVES

There are three assessment objectives in OCR's A Level in Psychology.

These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

AO weightings in OCR A Level in Psychology

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall A level		
	AO1	AO2	AO3
Research methods (01)	9–11	12–14	8–9
Psychological themes through core studies (02)	13–15	5–7	15–17
Applied psychology (03)	8–9	13–14	12–14
Total	**30–35%**	**30–35%**	**35–40%**

PAPER 1 – Research Methods

Total marks for this paper is 90

Section A: Multiple Choice Questions

Section B: Research Design & Response

Section C: Data Analysis & Interpretation

Research methods (Component 01)

Section A: Multiple choice

20 questions from across the component content. Questions could also relate to the research methods used in the core studies.

Section B: Research design and response

Assessment will focus on a novel source.
The themes for questions will be:

- the planning and design of research
- the evaluation of research
- improvements to research.

Section C: Data analysis and interpretation

This section will require learners to analyse and interpret novel data or a piece of hypothetical research using descriptive and/or inferential statistics.

1.1 Research methods and techniques	Learners should have knowledge and understanding of the following research methods and techniques and their associated strengths and weaknesses:
Experiment	• laboratory experiment • field experiment • quasi experiment.
Observation	• structured • unstructured • naturalistic • controlled • participant • non-participant • overt • covert.
Self-report	• questionnaire • Interviews: ○ structured, semi-structured, unstructured.
Correlation	• obtaining data for correlational analysis • positive correlation • negative correlation • no correlation.

1.2 Planning and conducting research	Learners should be familiar with the following features of planning and conducting research and their associated strengths and weaknesses:
Aims and hypotheses and how to formulate	• research aim • research question • null hypotheses • alternative hypotheses • one-tailed (directional) hypotheses • two-tailed (non-directional) hypotheses.
Populations, samples and sampling techniques	• target population and sample • random sampling • snowball sampling • opportunity sampling • self-selected sampling.
Experimental designs	• repeated measures design • independent measures design • matched participants design.
Variables and how they are operationalised	• independent variable (IV) • dependent variable (DV) • control of extraneous variables.
Designing observations	• behavioural categories • coding frames • time sampling • event sampling.
Designing self-reports	• open questions • closed questions • rating scales: ○ Likert rating scale, Semantic differential rating scale.

1.3 Data recording, analysis and presentation	Learners should be able to demonstrate knowledge and understanding of the process and procedures involved in the collection, analysis and presentation of data. This will necessitate the ability to perform some calculations (please see Appendix 5b for examples of mathematical requirements).
Raw data	• design of raw data recording tables • use of raw data recording tables • standard and decimal form • significant figures • make estimations from data collected.
Levels and types of data	• nominal level data • ordinal level data • interval level data • quantitative data • qualitative data • primary data • secondary data.

Descriptive statistics	• measures of central tendency
	  ○ mode, median, mean.
	• measures of dispersion
	  ○ variance, range, standard deviation.
	• ratio
	• percentages
	• fractions
	• frequency tables (tally chart)
	• line graph
	• pie charts
	• bar charts
	• histograms
	• scatter diagram.

Inferential statistics	• normal distribution curves • skewed distribution curves • probability • significance levels • using statistical tables of critical values • criteria for using a parametric test • criteria for using a specific non-parametric inferential test (Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho) • understand the use of specific non-parametric inferential tests (Mann-Whitney U test, Wilcoxon Signed Ranks test, Chi-square, Binomial Sign test and Spearman's Rho) • type 1 errors • type 2 errors • symbols: =, <, <<, >>, >, ∝, ~.

Methodological issues	• representativeness
	• generalisability
	• reliability:
	  ○ Internal, External, Inter-rater, Test-retest, Split-half
	• validity:
	  ○ Internal, Face, Construct, Concurrent, Criterion, External, Population, Ecological
	• demand characteristics
	• social desirability
	• researcher/observer bias
	• researcher/observer effect(s)
	• ethical considerations, including the British Psychological Society's Code of Ethics and Conduct:
	  ○ Respect – informed consent, right to withdraw, confidentiality
	  ○ Competence
	  ○ Responsibility – protection of participant, debrief
	  ○ Integrity – deception

1.4 Report writing	Learners should have knowledge of the conventions of reporting research in a practical report and demonstrate understanding of the role and purpose of each of the main sections and sub-sections.
Sections and sub-sections of a practical report	• abstract • introduction • method (design, sample, materials/apparatus, procedure) • results • discussion • references • appendices.
Citing academic references	• a familiarity with citing academic research using the Harvard system of referencing, e.g. Milgram, S. (1963) Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, (4), 371–378.
Peer review	• appreciate the role of the psychological community in validating new knowledge and ensuring integrity through the process of peer review.

1.5 Practical activities	Learners are expected to conduct and analyse their own small-scale research practicals, including appropriate risk assessment and management, (please see appendix 5d). In order to become fully familiar with the content of this component, it is suggested that learners create a research portfolio using appropriate information communication technology and write-up the practicals they conduct.
	Learners should have experience of the following practical activities: • self-report • observation • experiment • correlation.

1.6 How science works	Learners should understand how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society. Learners should be aware of the nature and principles of scientific enquiry through knowledge and understanding of the following concepts: • the study of cause-and-effect • falsification • replicability • objectivity • induction • deduction • hypothesis testing • manipulation of variables • control and standardisation • quantifiable measurements.

EXAMPLE QUESTIONS

Section A

Multiple Choice

For each question write the letter in the box.

1 Which type of reliability is checked by a correlation between the data of two researchers?

A inter-rater

B replicability

C split-half

D test-retest

Your answer ☐ **[1]**

2 Which of the following has a naturally occurring independent variable?

A both field and laboratory experiments

B field experiment

C laboratory experiment

D quasi experiment

Your answer ☐ **[1]**

Example Paper 1: Research Methods

Section A

Section B

Research design and response

Slipping up can be good

Psychologists have investigated many ways that could improve how children learn. However, most of these have concentrated on studying the effect of different teaching styles, rather than focusing on the child themself. A psychologist taking a more child-focused approach wants to study if being more relaxed affects concentration levels. They want to investigate if young children can concentrate better when wearing comfortable slippers on their feet compared to wearing shoes. The study is to be conducted in one large primary school with 240 children on the register.

19 Write a one-tailed alternative hypothesis for this study. **[3]**

20* Explain how you would conduct a study using the laboratory experimental method to investigate if wearing slippers affects a child's ability to concentrate. Justify your decisions as part of your explanation.

You must refer to:

- how you would use random sampling to obtain 30 participants for the study
- the experimental design you would use in this study
- how you would operationalise the dependent variable to obtain quantitative data
- the control of one extraneous variable.

You should use your own experience of practical activities to inform your response. **[15]**

Example Paper 1: Research Methods

Section B

Section C

Data analysis and interpretation

Sounds familiar

Memory can be influenced by many different things. However, there are techniques which we can use to improve our memory. One such technique involves reading aloud the information we want to remember. A psychologist investigated this by giving participants a set of 30 words to try and remember. Six participants studied the words in silence. A different group of six participants were instructed to read the words aloud when trying to learn them. The data collected is presented in the table below.

Number of words correctly recalled (max. 30)					
Reading aloud group			Silent study group		
Participant	Score	Rank	Participant	Score	Rank
a	24	9.5	a	14	2
b	27	11	b	16	3
c	21	6	c	12	1
d	20	5	d	29	12
e	23	8	e	17	4
f	22	7	f	24	9.5
$n_1 = 6$			$n_2 = 6$		

25 Outline **one** conclusion that can be made from the raw data presented in this table. **[3]**

Example Paper 1: Research Methods

Section C

29

(a) Calculate the U value for the Mann-Whitney U test for the data collected in this study. Show your workings. You may use the formula presented below.

U = the smaller of U_1 and U_2

Where U_1 is …

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

and U_2 is …

$$U_2 = R_2 - \frac{n_2(n_2 + 1)}{2}$$

[5]

(b) How is the critical value used to determine if the findings are statistically significant? **[1]**

PAPER 2 – Core Studies

Total marks for this paper is 105

Section A: Core Studies

Section B: Areas, Perspectives & Debates

Section C: Practical Applications

Psychological themes through core studies (Component 02)

Section A: Core studies

Questions based on the core studies individually, in their pairs or in terms of their key theme.

Section B: Areas, perspectives and debates

Questions will focus on areas, perspectives and debates.

Section C: Practical applications

Questions will require learners to apply their knowledge and understanding of psychology to a novel source.

Area	Key theme	Classic study	Contemporary study
Social	Responses to people in authority	Milgram (1963) Obedience	Bocchiaro et al. (2012) Disobedience and whistle-blowing
	Responses to people in need	Piliavin et al. (1969) Subway Samaritan	Levine et al. (2001) Cross-cultural altruism
Cognitive	Memory	Loftus and Palmer (1974) Eyewitness testimony	Grant et al. (1998) Context-dependent memory
	Attention	Moray (1959) Auditory attention	Simons and Chabris (1999) Visual inattention
Developmental	External influences on children's behaviour	Bandura et al. (1961) Transmission of aggression	Chaney et al. (2004) Funhaler study
	Moral development	Kohlberg (1968) Stages of moral development	Lee et al. (1997) Evaluations of lying and truth-telling

cont. Section A: Core studies			
Area	**Key theme**	**Classic study**	**Contemporary study**
Biological	Regions of the brain	Sperry (1968) Split brain study	Casey et al. (2011) Neural correlates of delay of gratification
	Brain plasticity	Blakemore and Cooper (1970) Impact of early visual experience	Maguire et al. (2000) Taxi drivers
Individual differences	Understanding disorders	Freud (1909) Little Hans	Baron-Cohen et al. (1997) Autism in adults
	Measuring differences	Gould (1982) A nation of morons Bias in IQ testing	Hancock et al. (2011) Language of psychopaths

Section A: Core Studies	Content

Individual studies	'Tell the story' of each core study in terms of:
	• background
	• method
	  ○ design
	  ○ sample
	  ○ materials/apparatus
	  ○ procedure
	• results
	• conclusions.

Core studies in their pairs	• How the two studies are similar. • How the two studies are different. • To what extent the contemporary study changes our understanding of the key theme. • To what extent the contemporary study changes our understanding of individual, social and cultural diversity.
Methodological issues	• The strengths and weaknesses of the different research methods and techniques. • The strengths and weaknesses of different types of data. • Ethical considerations. • Validity. • Reliability. • Sampling bias. • Ethnocentrism.
Key themes and areas of psychology	• How each core study relates to its key theme. • How each core study relates to the area of psychology it is placed within.

Section B: Areas, perspectives and debates

In this section, learners will be asked questions that invite them to generate an extended discussion, recognising the inter-relationship between different areas, perspectives and debates in psychology. They will not be limited in terms of the studies they can refer to in their answers. The specification places core studies within particular areas, but learners may make reference to studies from across the components and may also argue that a core study placed within one area can be seen as falling within another area.

Studies that come from a behaviourist perspective include Bandura's research into transmission of aggression and Chaney's Funhaler study, while psychodynamic ideas are referred to in the research by Freud (Little Hans), Kohlberg (stages of moral development) and Hancock (language of psychopaths); however, learners may refer to other studies.

Areas, perspectives and debates	Content
Areas • Social • Cognitive • Developmental • Biological • Individual Differences	• The defining principles and concepts of each area. • Research to illustrate each area. • Strengths and weaknesses of each area. • Applications of each area. • How each area is different from and similar to other areas.
Perspectives • Behaviourist • Psychodynamic	• The defining principles and concepts of each perspective. • Research to illustrate each perspective. • Strengths and weaknesses of each perspective. • Applications of each perspective. • How each perspective is different from and similar to the other perspective.
Debates • Nature/nurture • Freewill/determinism • Reductionism/holism • Individual/situational explanations • Usefulness of research • Ethical considerations • Conducting socially sensitive research • Psychology as a science	• The defining principles and concepts of each debate. • Different positions within each debate. • Research to illustrate different positions within each debate. • Applications of different positions within each debate. • How each debate is different from and similar to other debates.

Section C: Practical applications	
In order to encourage awareness of practical applications of psychology, this section will require learners to apply their knowledge and understanding of psychology to a novel source as provided in the examination. The source could be a newspaper or magazine article, a blog, a diary entry, email exchange or equivalent written source. It is advised that teachers prepare learners for this section by giving them a variety of sources to consider.	
Practical applications	**Content**
The practical applications of psychology	• Recognise the psychological content in the source. • Make evidence-based suggestions in relation to the source. • Consider the strengths and weaknesses of the suggestion(s) they themselves are making.

EXAMPLE QUESTIONS

Section A

Core Studies

1 From Baron-Cohen et al.'s (1997) study into autism in adults:

(a) Identify **one** group of participants in this study and outline **two** features of that group. **[3]**

(b) Outline the effect the participants' gender had on their responses in the Eyes Task. **[2]**

Example Paper 2: Core Studies

Section A

3 From Levine et al.'s (2001) study into cross-cultural altruism:

(a) Describe the dependent variable in **one** condition of this study. **[3]**

(b) Explain how this study links to the key theme of responses to people in need. **[3]**

4 Outline the background to Chaney et al.'s (2004) Funhaler study. **[4]**

Example Paper 2: Core Studies

Section A

7 Briefly explain how Simons and Chabris' (1999) study into visual inattention changes our understanding of attention, when compared to Moray's (1959) study into auditory attention. [3]

8 Explain why Grant et al.'s (1998) study into context-dependent memory can be placed in the cognitive area. [3]

Example Paper 2: Core Studies

Section A

Section B

Areas, perspectives and debates

10

(a) Describe **one** application of the biological area. **[3]**

(b) Outline the procedure of Casey et al.'s (2011) study into neural correlates of delay of gratification **and** explain why this study has been placed in the biological area. **[6]**

(c) Explain how research from the developmental area can be considered to support the nurture side of the nature/nurture debate. Support your answer with evidence from **one** appropriate core study.

[3]

(d) Discuss ways in which the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.

[8]

(e)* Discuss the usefulness of psychological research placed in the developmental area. Support your answer with evidence from appropriate core studies. **[15]**

Example Paper 2: Core Studies

Section B

Section C

Practical Applications

From sausage rolls to murder

Derren Brown is a TV personality and illusionist who encourages people to attend what they believe to be a fundraising gala for a new charity called Push. A woman is told that she might get high-paying contracts to work for the charity and the chance to work with one of its millionaire supporters. She doesn't know she's being filmed, or that the event isn't actually real and that all the people involved are professional actors.

Firstly, she is asked to label beef sausage rolls as vegetarian. It's wrong, but if it means they can raise more money for the charity, surely it's okay?

The night builds in intensity as Brown has the woman perform small acts in which she is urged to commit increasingly wicked crimes to keep the (fake) charity head happy.

What starts as mislabelling sausages eventually leads to the final act. The woman is verbally prodded by some (fake) charity workers and encouraged to push one of the actors off a roof. She does so, and therefore believes she has committed murder.

Brown then encourages her to peer over the edge to confirm that her 'victim' is actually fine, hanging from a harness off the side of the building. The woman shows visible signs of distress.

Based on: Social Experiment Or Attempted Murder? The Morality Of Netflix's 'The Push'.

11

(a) Explain why this article could be placed in the social area of psychology. **[4]**

(b) Identify **two** ethical considerations raised by the above article. Support your answer with evidence from the article. **[4]**

(c) Outline **one** way this article can support the situational side of the individual/situational debate. Support your answer with evidence from the article. **[3]**

(d) Outline Milgram's (1963) study into obedience and explain how it could relate to the article. Support your answer with evidence from the article. **[6]**

Example Paper 2: Core Studies Section C

PAPER 3 – Applied Psychology (options)

Total marks for this paper is 105

Section A: Issues in Mental Health

Section B: Options (choose 2);
Child, Criminal, Environmental, Sport & Exercise

Applied psychology (Component 03)

Section A: Issues in mental health

Compulsory questions. These will range from short answer to extended response questions.

Section B: Options

Learners answer **one** question from each of the **two** options they have studied. Each question will have three question parts. Section B has **four** options:

- Child psychology
- Criminal psychology
- Environmental psychology
- Sport and exercise psychology.

Content of Applied psychology (Component 03)

Each topic contains the following:

Background

With reference to psychology, learners should be able to explain and exemplify the background and consider relevant issues and debates in relation to the topic area.

Key research

Learners should be able to describe the key research and appreciate how it relates to the topic area.

Application

Learners should be able to relate the application to a novel situation.

There are a number of methodological issues and debates that run throughout Applied psychology (Component 03).

The assessment will require learners to apply these issues and debates across a range of topics, further developing the material in the specification and making links between the issues and debates and the content of this component.

Methodological issues and debates	Content
• Nature/nurture • Freewill/determinism • Reductionism/holism • Individual/situational explanations • Usefulness of research • Ethical considerations • Conducting socially sensitive research • Psychology as a science • Ethnocentrism • Validity • Reliability • Sampling bias.	• Description of concepts, theories and studies specified by the indicative content. • Application of methodological issues and debates in psychology. • Recognition of the contribution the key research has made to the topic. • Application of the background, key research and application to novel situations with which psychologists might be concerned. • Consideration of ways in which different areas of psychology can inform our understanding of applied psychology. • Exploration of social, moral, cultural and spiritual issues where applicable. • Recognition of how the key research contributes to an understanding of individual, social and cultural diversity. • Recognition of how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.

Section A: Issues in mental health			
Topic	**Background**	**Key research**	**Application**
The historical context of mental health	• Historical views of mental illness • Defining abnormality • Categorising mental disorders	Rosenhan (1973) On being sane in insane places.	Characteristics of an affective disorder, a psychotic disorder and an anxiety disorder.
The medical model	• The biochemical explanation of mental illness • The genetic explanation of mental illness • Brain abnormality as an explanation of mental illness	Gottesman et al. (2010) Disorders in offspring with two psychiatrically ill parents.	Biological treatment of one specific disorder.
Alternatives to the medical model	• The behaviourist explanation of mental illness • The cognitive explanation of mental illness One from: • the humanistic explanation of mental illness • the psychodynamic explanation of mental illness • the cognitive neuroscience explanation of mental illness.	Szasz (2011) The myth of mental illness: 50 years later.	Non-biological treatment of one specific disorder.

Section B: Option 1 Child psychology (choose two out of the four options)

Section B: Option 1 Child psychology			
Topic	**Background**	**Key research**	**Application**
Intelligence (Biological)	What psychologists mean by intelligence and what biological factors could affect intelligence.	Van Leeuwen et al. (2008) A twin-family study of general IQ.	At least one method of assessing intelligence.
Pre-adult brain development (Biological)	Brain development and the impact of this on risk taking behaviour.	Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain.	At least one strategy to reduce risk taking behaviours using knowledge of brain development.
Perceptual development (Cognitive)	Perceptual development in children and how this can be studied in babies and animals.	Gibson and Walk (1960) The visual cliff.	At least one play strategy to develop perception in young children.
Cognitive development and education (Cognitive)	Cognitive development in children and the impact of this on education.	Wood et al. (1976) The role of tutoring in problem-solving	At least one cognitive strategy to improve revision or learning.
Development of attachment (Social)	The development of attachment in babies and the impact of failure to develop attachments.	Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One-year-olds in a Strange Situation.	At least one strategy to develop an attachment friendly environment.
Impact of advertising on children (Social)	The influence of television advertising on children and the stereotyping in such advertising.	Johnson and Young (2002) Gendered voices in children's advertising.	At least one strategy to reduce impact of advertising which is aimed at children.

Section B: Option 2 Criminal psychology			
Topic	**Background**	**Key research**	**Application**
What makes a criminal? (Biological)	Physiological and non-physiological explanations of criminal behaviour.	Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.	At least one biological strategy for preventing criminal behaviour.
The collection and processing of forensic evidence (Biological)	Motivating factors and bias in the collection and processing of forensic evidence.	Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?	At least one strategy for reducing bias in the collection and processing of forensic evidence.
Collection of evidence (Cognitive)	Collection and use of evidence from witnesses and suspects.	Memon, A. and Higham, P. A. (1999) A review of the cognitive interview. *Psychology, Crime and Law*. 5, (1–2), 177–196.	At least one strategy for police interviews.
Psychology and the courtroom (Cognitive)	How juries can be persuaded by the characteristics of witnesses and defendants.	Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt.	At least one strategy to influence jury decision making.
Crime prevention (Social)	How the features of neighbourhoods and a zero tolerance policy can influence crime.	Wilson and Kelling (1982) The police and neighbourhood safety: Broken windows.	At least one strategy for crime prevention.
Effect of imprisonment (Social)	Punishment and reform as responses to criminal behaviour.	Haney et al. (1973) Study of prisoners and guards in a simulated prison.	At least one strategy for reducing reoffending.

Section B: Option 3 Environmental psychology			
Topic	**Background**	**Key research**	**Application**
Stressors in the environment (Biological)	Environmental stressors and their impact on our biological responses.	Black and Black (2007) Aircraft noise exposure and resident's stress and hypertension.	At least one strategy for managing environmental stress.
Biological rhythms (Biological)	Biological rhythms and the impact of their disruption on our behaviour.	Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles.	At least one strategy for reducing effects of jetlag or shift work.
Recycling and other conservation behaviours (Cognitive)	Conservation behaviours and the factors which influence the tendency to conserve or recycle.	Lord (1994) Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies.	At least one technique used to increase recycling or other conservation behaviour.
Ergonomics – human factors (Cognitive)	Cognitive overload and the impact of observation in the workplace environment.	Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses.	At least one workplace design based on ergonomic research.
Psychological effects of built environment (Social)	The impact of the built environment and urban renewal on our wellbeing.	Ulrich (1984) View through a window may influence recovery from surgery.	At least one example of environmental design used to improve health/ wellbeing.
Territory and personal space (Social)	Territory and personal space in the workplace.	Wells (2000) Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being.	At least one office design strategy based on research into territory or personal space.

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Section B: Option 4 Sport and exercise psychology			
Topic	**Background**	**Key research**	**Application**
Arousal and anxiety (Biological)	Optimising arousal, controlling anxiety and measuring anxiety in sport.	Fazey and Hardy (1988) The inverted-U hypothesis: A catastrophe for sport psychology.	At least one technique for managing arousal and anxiety in sport.
Exercise and mental health (Biological)	Benefits of exercise to mental health.	Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease.	At least one exercise strategy to improve mental health.
Motivation (Cognitive)	Self-efficacy and sports confidence, including imagery and sports orientation.	Munroe-Chandler et al. (2008) Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players.	At least one strategy for motivating athletes.
Personality (Cognitive)	Personality, its measurement and its relationship to sport.	Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups.	At least one strategy for using knowledge of personality to improve sports performance.
Performing with others (Social)	Teams, coaching and leadership.	Smith et al. (1979) Coach effectiveness training: a cognitive-behavioural approach to enhancing relationship skills in youth sports coaches.	At least one strategy for improving team performance.
Audience effects (Social)	How an audience can facilitate or inhibit sports performance; home advantage.	Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach.	At least one strategy for training for and playing spectator sports.

EXAMPLE QUESTIONS

Section A

Issues in mental health

1 Outline **two** historical views of mental illness. **[6]**

2 The key research by Gottesman et al. (2010) involved analysis of data from the Danish Psychiatric Central Register.

(a) What were Gottesman et al. (2010) trying to find out? **[3]**

(b) Outline **one** strength of Gottesman et al. (2010) conducting their research through analysis of data in this register. **[3]**

(c) Outline **one** weakness of Gottesman et al. (2010) conducting their research through analysis of data in this register. **[3]**

3 Orla is a researcher working in the Psychology department of a university. She works with a range of different therapists. Orla thinks that non-biological treatments of mental illness are effective and she wants to conduct some research into their effectiveness to find out whether she is correct.

(a) Identify **and** describe **one** non-biological treatment of a disorder that Orla could consider for her research. **[4]**

(b) Explain how Orla could investigate the effectiveness of this non-biological treatment of mental illness. **[6]**

4* To what extent can explanations of mental illness be considered socially sensitive? **[10]**

Example Paper 3: Applied Psychology

Section A

OPTION 1

Child psychology

5

(a)* Outline the key research by Barkley-Levenson and Galván (2014) **and** explain what it tells us about brain development. **[10]**

(b)* Discuss whether research into pre-adult brain development is scientific. **[15]**

(c)* Emma is Head of Sixth Form in a secondary school. She is worried about risk-taking behaviour among sixth form students at the school.

Outline at least one suggestion a psychologist, using their knowledge of brain development, might make to Emma about how to reduce risk-taking behaviours among students in the sixth form at her school. **[10]**

Example Paper 3: Applied Psychology

Section B

OPTION 2

Criminal psychology

6

(a)* Outline the key research by Memon and Higham (1999) **and** explain what it tells us about training police interviewers. **[10]**

(b)* Discuss ethical considerations in relation to collection of evidence. **[15]**

(c)* Tom was in his local supermarket doing some shopping when he witnessed another customer stealing some goods from the shelves.

Outline at least one suggestion a psychologist might make to the police regarding how to interview Tom about what he saw. **[10]**

Example Paper 3: Core Studies

Section B

OPTION 3

Environmental psychology

7

(a)* Outline the key research by Wells (2000) **and** explain what it tells us about territory in the workplace. **[10]**

(b)* Discuss whether research into territory and personal space is ethnocentric. **[15]**

(c)* Sundip is creating an office where people can hire workspaces. She wants the office to appeal to as wide a range of potential clients as possible.

Outline at least one suggestion, based on research into territory or personal space, that a psychologist might make to Sundip about how to design her office. **[10]**

OPTION 4

Sport and exercise psychology

8

(a)* Outline the key research by Kroll and Crenshaw (1970) **and** explain what it tells us about measurement of personality in sport. **[10]**

(b)* Discuss sampling bias in research into personality and sport. **[15]**

(c)* Kareem works as a sports psychologist. It is over halfway through the football season and a team has lost most of its matches. The manager of this team wants advice from Kareem about how knowledge of personality might be used to improve the performance of this team in the last part of the season.

Outline at least one suggestion that Kareem could make to this football manager about how knowledge of personality could be used to improve the team's performance. **[10]**

Example

Paper 3: Applied Psychology

Section B

THE END