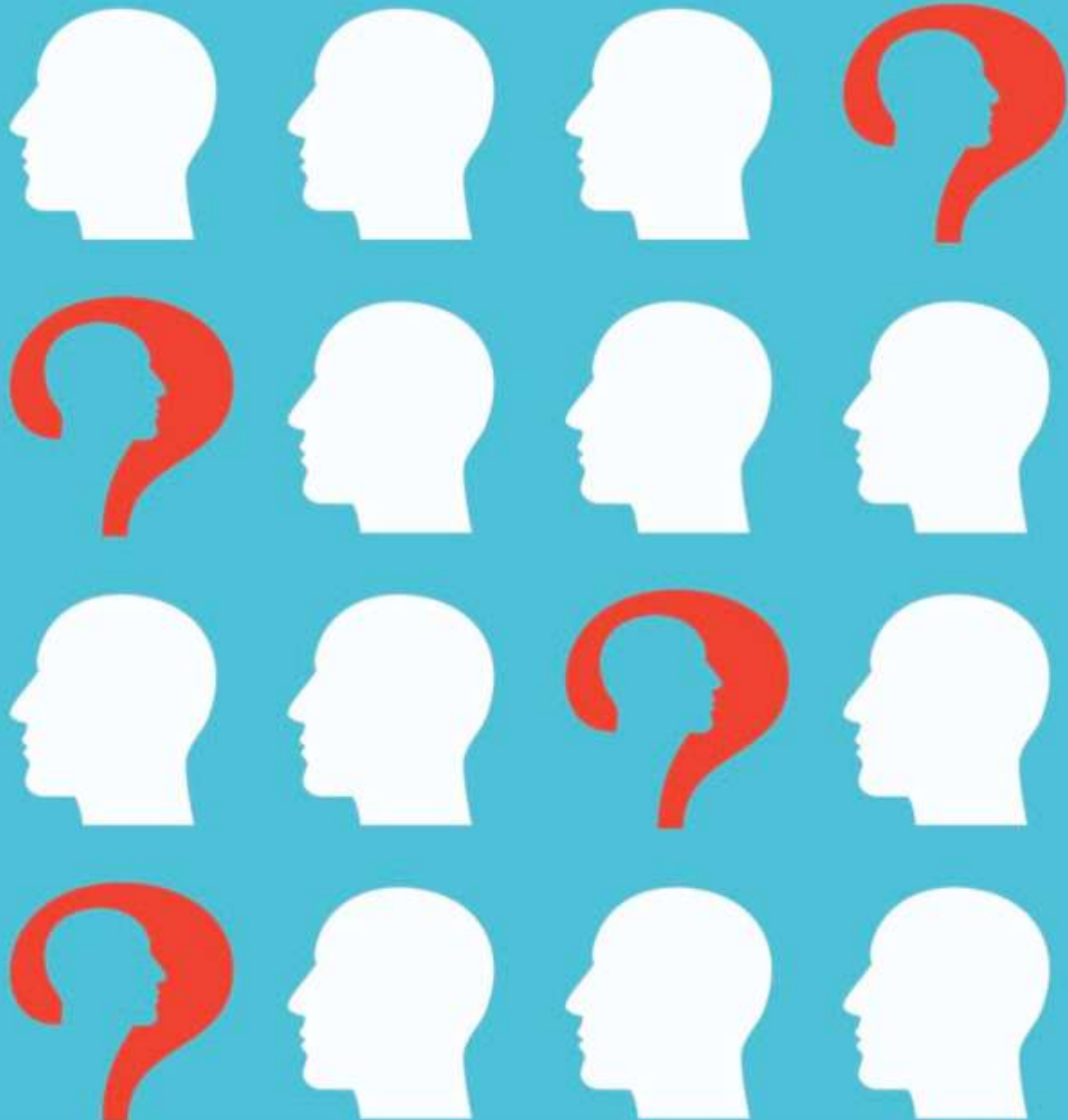


Exam Questions

Answer Booklet

OCR Psychology





TAKE 5

Topics:

Mental Health

Criminal

Child

Environmental

Sport & Exercise

Paper 3

OCR Psychology



1. **Outline** the biochemical explanation of mental illness. (5)

Mark Scheme

<p>Outline the biochemical explanation of mental illness.</p> <p>AO1 (5 marks) Answers could relate to biochemical explanation of a single mental illness (e.g. depression) or more than one mental illness (e.g. depression and schizophrenia).</p> <p>References to the roles played by serotonin, dopamine, noradrenaline and/or GABA are most likely, but other relevant responses should be credited.</p>	<p>5</p>	<p>1 mark for each of the following (depth approach):</p> <ul style="list-style-type: none"> • Reference to named neurotransmitter/hormone/chemical • Action of the neurotransmitter in maintaining stasis • Reference to imbalance/too little/too much • Consequences of imbalance i.e. synaptic gap/excitation of neuron/ specific symptom • Reference to specific named disorder <p>Alternatively, candidates may address the question using breadth approach:</p> <ul style="list-style-type: none"> • Reference to named neurotransmitter/hormone/chemical (max 2) • Reference to imbalance/too little/too much (for each) • Reference to specific named disorder (for each) <p>NB. No credit for treatment e.g. medication and its impact. However, the explanation may be hidden within an outline of the treatment.</p> <p>If candidate draws a picture to support their answer, it can be credited.</p>
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2. (a) **Describe** one way mental disorders can be categorised. (4)

Mark Scheme

<p>(a)</p>	<p>Describe <u>one</u> way mental disorders can be categorised.</p> <p>AO1 (4 marks) Candidates will demonstrate knowledge and understanding by referring to any way of categorising mental disorders.</p> <p>DSM or ICD are likely to be referred to, although other appropriate responses should be credited (including other countries' diagnostic manuals). Any edition of a way of categorising disorders can be referred to (i.e. it does not need to be the most recent edition); however, if a particular edition is specified then subsequent details should relate accurately to that particular edition.</p> <p>Answers that reference to ways of defining abnormality should not be credited (NAQ).</p>	<p>4</p>	<p>1 mark for the following features of categorisation:</p> <ul style="list-style-type: none"> • Identify one form of categorisation (e.g. diagnostic tool) • Who would use it (e.g. psychiatrist) OR where (e.g. USA) • Sections/chapters/categories i.e. psychotic • Contents – specific symptoms/duration <p>Alternatively, candidates may address the question with details of the categories - marks could be awarded for:</p> <ul style="list-style-type: none"> • Identify one form of categorisation (e.g. diagnostic tool) • Categories e.g. psychotic, affective and anxiety • Identification of at least one disorder from one category. • Symptoms – specific example from at least one category. <p>NB. If more than one way is outlined, then it is the first one that should be credited.</p>
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(b) Outline one problem a clinical psychologist might have when categorising mental disorders. Use an example of a mental disorder to support your answer. (4)

Mark Scheme

(b)	<p>Outline <u>one</u> problem a clinical psychologist might have when categorising mental disorders. Use an example of a mental disorder to support your answer.</p> <p>AO2 (4 marks)</p> <p>Candidates could consider:</p> <ul style="list-style-type: none"> • The overlap of symptoms causing misdiagnosis – comorbidity and lack of pathognomic symptoms • Cultural bias of the tool or clinician • Gender bias • Misinterpretation of symptoms • Subjective interpretation of symptoms leading to lack of reliability and/or validity. • Clarity of definitions/symptoms listed in the DSM/ICD • Patient's self report (e.g. inaccurate description of symptoms, omission of symptoms, inability to describe them or lying about them like in Rosenhan's study). • Other appropriate responses should be credited. <p><u>Example answer:</u></p> <p>One problem a clinical psychologist might have is that they have only got the patient's description of their symptoms (1). They have to then compare these to the list of symptoms in a tool such as DSM/ICD (1) and the patient's description of their symptoms may not accurately match the symptom list in the tool / they may forget some symptoms / they may lie about their symptoms. (1) For example, Rosenhan's pseudopatients lied about hearing voices but were diagnosed with schizophrenia. (1)</p>	<p>4</p> <p>1 mark for each of the following:</p> <ul style="list-style-type: none"> • Identification of one relevant problem a clinical psychologist might have. • Some elaboration or explanation as to why this is a problem. • An example of a disorder is used to support the point being made. • Elaboration of the example (e.g. through the use of research evidence, comparison of two disorders, etc.) <p>NB. If more than one problem is outlined, then it is the first one that should be credited.</p>
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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)

Mark Scheme

<p>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.</p> <p>Identify and describe one non-biological treatment of a disorder that Orla could consider for her research. [4]</p> <p>AO2 (4 marks) Candidates should apply their knowledge and understanding of non-biological treatment by identifying and describing one such treatment that Orla could use in her investigation. Candidates are likely to refer to:</p> <ul style="list-style-type: none"> • Exposure-based therapies such as systematic desensitisation or flooding • Aversion therapy • Cognitive behavioural therapies (CBT) • Client-centred therapy/psychotherapy. <p>Treatment must be non-biological.</p>	<p>4</p>	<p>Award marks as follows for the <u>identification</u> of the treatment: 1 mark – accurate identification of one non-biological treatment of mental illness that Orla could consider for her research.</p> <p>Award marks as follows for the <u>description</u> of the treatment: 3 marks – Good application of non-biological treatment that Orla could investigate the effectiveness of.</p> <p>2 marks – Reasonable application of a non-biological treatment that Orla could investigate the effectiveness of</p> <p>1 mark – Limited application of a non-biological treatment that Orla could investigate the effectiveness of</p> <p>0 marks – no creditworthy response</p> <p>The non-biological treatment needs to be identified and described in the context of the question (i.e., as a treatment that Orla could investigate the effectiveness of). The treatment that is described needs to reflect the treatment that is identified for the description marks to be accessible. The first treatment identified must be credited.</p> <p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark = identify a non-biological treatment (e.g. systematic desensitisation) • 1-3 marks a description of what the non-biological treatment would involve in practice (e.g. drawing up a fear hierarchy; learning relaxation techniques; pairing a relaxation response with each stimulus in the hierarchy); one of these marks could potentially be for the psychology behind the treatment (in terms of how/why it can be expected to work, such as through developing positive associations) or for the outcome from it (e.g. in terms of overcoming a negative association). <p>If the treatment can't be confirmed to be non-biological (e.g. "give them therapy"), then this is not creditworthy.</p>
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(b) Explain how Orla could investigate the effectiveness of this non-biological treatment of mental illness. (6)

Mark Scheme

<p>Explain how Orla could investigate the effectiveness of this non-biological treatment of mental illness. [6]</p> <p>AO2 (6 marks) Candidate should apply their knowledge and understanding of the research process to the context of the question. They can be expected to outline an appropriate way in which Orla could investigate the effectiveness of this treatment.</p> <p>Suggestions are likely to centre on an experiment (e.g., with an experimental condition receiving the non-biological treatment and one or more control conditions receiving no treatment and/or a biological treatment) but could equally centre on the use of self-report or observation either as research methods, or as ways of collecting data within an experiment. The longitudinal approach could feature as could case studies, interviews with different therapists, or carrying out a review study.</p> <p>Better answers will contain increasing levels of detail about how Orla could investigate the effectiveness of the non-biological treatment. For example, reference could be made to the sample of participants and/or the sampling technique, to any independent variable, and/or how data could be obtained that could enable Orla to draw conclusions about the effectiveness of the non-biological treatment. The best answers will be fully contextualised to this scenario (i.e. to investigating the effectiveness of a non-biological treatment of mental illness).</p> <p>Other appropriate responses should be credited.</p>	<p>6</p>	<p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> 1-2 marks = the methodology/procedure to be used (1 mark for identification of this; 2nd mark for description of it, which may include reference to the measure being taken twice [before and after the intervention]) 1-2 marks = the sample of participants to be studied (1 mark for some detail about this such as the sample size, or ages, gender or occupations of participants; 1 mark for placing this in the context of the proposed study such as by identifying the mental illness the participants have been diagnosed with) 1-2 marks = the way the effectiveness of the non-biological treatment will be measured (1 mark for identifying this; the 2nd mark for elaborating on this – e.g., by giving detail about the precise question to be asked, observable behaviour to be seen, diagnostic measure to be taken, qualitative feedback to be listened out for, or coming up with more than one way of measuring, etc.) <p>0 marks – No creditworthy response.</p> <p>It is acceptable for the candidate to come up with an investigation that involves a combination of two or more methods as the question didn't ask for "one" way; marks should be awarded by adding together different creditworthy aspects from each of these.</p> <p>A maximum of 2 marks for answers where:</p> <ul style="list-style-type: none"> A different treatment from the one described in question 3(a) is being referred to. The treatment carried over from 3(b) is biological (so got zero marks in that question). It is unclear what the treatment is that Orla is investigating the effectiveness of. <p>These 2 marks (maximum) would be in relation to the sample of participants studied (i.e. the candidate can't get any marks for either methodology or measurement).</p> <p>If the answer in question 3a was unclear (e.g. "therapy") but now in question 3b it is made clear as a treatment that is non-biological (e.g. "humanistic therapy"), then in principle this can potentially access maximum marks.</p>
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4. (a) Outline the genetic explanation of mental illness. (3)

Mark Scheme

<p>(a)</p>	<p>Outline the genetic explanation of mental illness.</p> <p>AO1 (3 marks) Candidates will demonstrate knowledge and understanding through accurate description of the genetic explanation of mental illness. Answers can be expected to identify the idea of mental illnesses being inherited genetically from parents. This may then be elaborated upon by reference to research (e.g. studies investigating concordance rates between twins; the key research by Gottesman et al) or by reference to evolutionary theory (e.g. as investigated by Ohman). However, an outline of the genetic explanation of mental illness does not explicitly require reference to named research in order to show good understanding.</p> <p>Other appropriate responses should be credited. Supporting evidence doesn't need statistics but for two marks needs comparisons between named groups as evidence for genetic explanation or statistical evidence accurate to nearest whole number. Genetic is tautological so needs idea of inheritance or even passed on by parents</p> <p>Reference to evolution will still need link to inheritability of genes</p>	<p>3</p>	<p>3 marks – response demonstrates good relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>2 marks – response demonstrates reasonable relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>1 mark – response demonstrates limited relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>0 marks – no creditworthy response</p> <p>Reference to inheritance for 1 mark plus 2 marks of elaboration</p>
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(b) Evaluate the usefulness of the genetic explanation of mental illness. **(6)**

Mark Scheme

<p>(b)</p>	<p>Evaluate the usefulness of the genetic explanation of mental illness.</p> <p>AO2 (3 marks) Candidates will demonstrate the skill of application through their discussion of the usefulness of the genetic explanation of mental illness.</p> <p>AO3 (3 marks) Candidates will demonstrate the skill of evaluation through the discussion that they generate of the usefulness of the genetic explanation of mental illness. Points made could centre on the limitations of this explanation (e.g. in terms of an individual not being able to change their genes, or of adopted children not necessarily knowing their genetic background). Other lines of argument could centre on counselling of couples thinking of having children and/or of it being possible to put support in place early on for children born to parents with a greater likelihood of having children with mental illness; however, such points would need handling sensitively, which raises the issue of how to make use of information arising from the genetic explanation. Points discussed need to be linked to usefulness. To be able to access the top Level, candidates can be expected to explore at least two arguments.</p> <p>Other appropriate responses should be credited.</p> <p>Do not credit the usefulness of embryonic manipulation. This is not widely available and has ethical considerations of producing designer babies.</p>	<p>6</p>	<p>5-6 marks – Response demonstrates good application of psychological knowledge and understanding. There is good evaluation that is mainly relevant to the demand of the question.</p> <p>3-4 marks – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable evaluation that is partially relevant to the demand of the question.</p> <p>1-2 marks – Response demonstrates limited application of psychological knowledge and understanding. There is limited evaluation that may be related to the topic area.</p> <p>0 marks – No creditworthy response.</p> <p>Credit "it gives insight"</p>
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5. To what extent are explanations of mental illness determinist? **(10)**

Mark Scheme

<p>To what extent are explanations of mental illness determinist?</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of what makes something 'determinist'.</p> <p>AO3 (8 marks) Candidates should analyse, interpret and evaluate explanations of mental illness in relation to determinism. Relevant points that could be made in the context of arguments about freewill or determinism might relate to concordance rates, causation versus correlation, individual differences, the effectiveness of treatments (and what this might tell us about an explanation), findings from empirical research, the difficulties of isolating individual causes, etc. Arguments could support determinism or freewill. Any explanations of mental illness can be referred to. The injunction 'to what extent' invites consideration of how far explanations of mental illness are determinist.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p>	<p>9-10 marks – The response demonstrates good knowledge and understanding of determinism. There is a good analysis of determinism in relation to alternatives to explanations of mental illness. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>6-8 marks – The response demonstrates reasonable knowledge and understanding of determinism. There is a reasonable discussion of determinism in relation to explanations of mental illness. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>3-5 marks – The response demonstrates limited knowledge and understanding of determinism. There is a limited discussion of determinism superficially related to explanations of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>1-2 marks – The response demonstrates basic knowledge and understanding of determinism. There is a basic discussion of determinism which may not be in relation to explanations of mental illness. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks – No creditworthy response.</p>
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1.

(a) Outline the key research by Gibson and Walk (1960) and use it to show the extent to which depth can be perceived by infants. (10)

Mark Scheme

<p>(a)</p>	<p>* Outline the key research by Gibson and Walk (1960) and use it to show the extent to which depth can be perceived by infants.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Gibson and Walk. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good (L4) response will typically include details of at least 3 of following features: - Why the study was done (e.g. background, aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. research method used, method or procedure including materials) - What was found (e.g. the results or conclusions)</p> <p>A reasonable (L3) response will typically include 2-3 of the above features. A limited (L2) response will typically include 1-2 of the above features. A basic (L1) response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Gibson and Walk to show what it tells us about the extent to which depth can be perceived by infants. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How preference for the shallow side of the visual cliff suggests an ability to perceive depth. • How all of the 27 human infants who moved were prepared to crawl over the shallow side but only 3 of them would crawl over the deep side. • How many of the infants crawled away from the mother when she called them to the cliff side, however they would also back up onto the deep side before setting off towards their mother across shallow side suggesting that some aspects of visual perception appear to precede the development of physical movement. <p>Less detailed answers or answers that simply describe the study without using it to show the extent to which depth can be perceived by infants will only gain marks in the lower bands.</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 1</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>√ Ticks for any feature (AO1). APP for what it tells us about how depth can be perceived by infants.</p> <p>Key features of the study: AIM: To investigate depth perception in infants and young animals and to support suggestion that both humans' and other species' depth perception is innate.</p> <p>RM: 36 infants aged from 6 to 14 months. Second part of the study involved behaviour of chicks, turtles, rats, lambs, kids, pigs, kittens and dogs.</p> <p>SAMPLE: Lab experiment with repeated measures design (IV – the cliff side or the shallow side; DV – whether or not child would crawl to his mother). Quasi element for animal species.</p> <p>PROCEDURE: The visual cliff consisted of a board laid across a large sheet of heavy glass which is supported approx. a foot above the floor. On one side of the board a sheet of patterned material is placed flush against the under-surface of the glass.</p> <p>On the other side a sheet of the same material is laid upon the floor; this side of the board thus becomes the visual cliff.</p> <p>Each child was placed on the centre board, and his mother called him from the cliff side and the shallow side successively.</p> <p>Similarly, chicks, and other animals were placed on the visual cliff apparatus and the subsequent behaviour was observed.</p>
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(b) Discuss the reliability of research into perceptual development. **(15)**

Mark Scheme

(b)	*	<p>Discuss the reliability of research into perceptual development.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the reliability.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into perceptual development in relation to the reliability. As well as referring to the key research, candidates can refer to research investigating perceptual development in children and how this can be studied in babies and animals. Any relevant research is creditworthy.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • Reliability in terms of objective standardised procedures, or the subjective nature of observations of particularly non-human participants. • Replication as a means to assess reliability. • Sample size (which must be considered in light of the ability to deal with anomalous data, rather than just a point which could easily be related to validity.) • The reliability of extrapolating from non-human behaviour. <p>Points about reliability need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>PLEASE REFER TO APPENDIX 2</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>NB. Blakemore and Cooper's study is creditworthy.</p> <p>Answers need to be focused on the <u>research</u>.</p>
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(c) Nina is the manager of a pre-school playgroup for children aged 2–5 years. She is concerned that young children have too much 'screen time' (i.e. playing on electronic devices) so wants to use play to aid their development.

Outline at least one play strategy a psychologist might suggest to Nina to use with the children at her playgroup to help develop their perception. (10)

Mark Scheme

(c)	*	<p>Outline at least one play strategy a psychologist might suggest to Nina to use with the children at her playgroup to help develop their perception.</p> <p>AO2 (10 marks)</p> <p>Candidates need to apply their knowledge and understanding of at least one play strategy to develop perception in young children.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Application of sensory integration therapy, developing visual form constancy (e.g. through use of shape sorters or structured block play) or auditory perceptual constancy (e.g. through listening to music), etc. • Social learning theory, classical conditioning or operant conditioning (positive and/or negative reinforcement) could be applied. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	<p>PLEASE REFER TO APPENDIX 3</p> <p>Annotations Level to be annotated on the left hand side.</p>
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**APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9-10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6-8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3-5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1-2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

2.

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

Mark Scheme

(a)	*	<p>Outline the key research by Barkley-Levenson and Galvan (2014) and explain what it tells us about brain development.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Barkley-Levenson and Galvan (2014). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Barkley-Levenson and Galvan to explain what it tells us about brain development. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How the researchers were able to see increased or decreased levels of activity in different brain regions when taking part in the gambling task • Note that the ventral striatum was where they saw relatively increased levels of activity in the left ventral striatum of the adolescents as expected value increased. • Explain how this may reflect neural support for necessary risk-taking behaviour among adolescents who are moving from dependence on caregivers to independence. <p>For answers to be placed in the top (9-10) band, they can be expected to go beyond this, such as by explaining the significance of the ventral striatum in particular (e.g. in relation to its role in emotional responses, especially the experiencing of pleasure) or by referring accurately to findings in relation to another region of the brain beyond the ventral striatum. Less detailed answers or answers that simply describe the study without explaining what it tells us about brain development will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

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

Mark Scheme

(b)	*	<p>Discuss whether research into pre-adult brain development is scientific.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of psychology as a science.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into pre-adult brain development in relation to psychology as a science.</p> <p>As well as referring to the key research, candidates can refer to research investigating brain development and the impact of this on risk-taking behaviour. Any relevant research is creditworthy. Candidates may refer to such features of science as:</p> <ul style="list-style-type: none"> • Replicability • Objectivity • Falsifiability • The use of controlled experiments • Manipulation of variables • Collection of quantitative data • Cause and effect • Standardised • Hypothesis testing <p>They may also argue that a study being biological is scientific (on the grounds that Biology is a science)</p> <p>Candidates may make claims about whether research within the topic area can be regarded as scientific. Points about psychology as a science need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(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)

Mark Scheme

(c)	*	<p>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.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy using knowledge of brain development to reduce risk-taking behaviours.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Application of operant conditioning (e.g., reinforcing non-risk-taking behaviour; punishing risk-taking behaviour) • Social learning theory (e.g., getting parents to model non-risk-taking behaviour in front of their children) • Dietary interventions (e.g., selling foods in the school canteen that are high in omega-3) • Application of the principles behind Graduated Driving Licence schemes so that students gain more freedoms in stages (e.g. parents could be advised to apply these in relation to their child learning to drive) • Making situational changes (e.g., lobbying for zebra crossings near the school) <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9–10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6–8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3–5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1–2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question. Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.



1.

(a) Outline the key research by Hall and Player (2008) and use it to show the extent to which bias affects the collection and processing of forensic evidence. (10)

Mark Scheme

<p>(a) *</p>	<p>Outline the key research by Hall and Player (2008) and use it to show the extent to which bias affects the collection and processing of forensic evidence.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Hall and Player. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good (L4) response will typically include details of at least 3 of following features: - Why the study was done (e.g. background, aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. research method used, method or procedure including materials) - What was found (e.g. the results or conclusions)</p> <p>A reasonable (L3) response will typically include 2-3 of the above features. A limited (L2) response will typically include 1-2 of the above features. A basic (L1) response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Hall and Player to show the extent to which bias affects the collection and processing of forensic evidence. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How emotional context (murder vs forgery scenario) did not affect the decision-making of fingerprint experts. • How half of participants in the murder scenario thought that their judgements had been affected by the emotional context, i.e. perceived effect • How a number of participants (19%) did not read the crime scene report, so bias could not have affected their judgements. • 17% of those given the high context and 20% of those given the low-context scenario were sufficiently confident to present the mark as a positive identification to the court. • Professionals are less likely to be affected by bias. <p>Less detailed answers or answers that simply describe the study without using it to show the extent to which bias affects the collection and processing of forensic evidence will only gain marks in the lower bands.</p>	<p>10</p> <p>PLEASE REFER TO APPENDIX 1</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>√ Ticks for any feature (AO1). APP for what it tells us about how bias can affect the collection and processing of forensic evidence.</p> <p>Key features of the study: AIM: To see whether the written report of a crime affect a fingerprint expert's interpretation as well as to see if the fingerprint experts are emotionally affected by the circumstances of the case.</p> <p>RM: A field setting with an independent measures design. IV - low-context (forgery) or the high-context group (murder – firing two shots at the victim). Three DVs were: crime scene report read or not; analysis of the fingerprint (a match, not a match, not enough detail to make a comparison, some detail in agreement but not enough to individualise) and whether the participant would be confident to present the fingerprint as evidence at court.</p> <p>SAMPLE: Self-selected sample. 70 fingerprint experts from the MET Police. Their experience ranged from less than 3 months to over 30 years, with a mean length of experience of 11 years.</p> <p>PROCEDURE: A £50 note was digitally superimposed with a scan of a volunteer's right forefinger, which had been inked. The participants were given an envelope containing one of the test marks, the relevant 10-print fingerprint form, the relevant scene examiner's examination report and a sheet of paper advising participants of the contents which also stated that the mark was made by the right forefinger. The participants completed: - a demographic information sheet - fingerprint analysis – i.e. whether mark was a match/not a match etc. including how and why they have made their decision. - a feedback sheet - have they read the crime scene report? if so, did it affect them and how.</p>
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(b) Discuss to what extent research into the collection and processing of forensic evidence is scientific. **(15)**

Mark Scheme

(b)	*	<p>Discuss to what extent research into the collection and processing of forensic evidence is scientific.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of psychology as a science.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into the collection and processing of forensic evidence in relation to the psychology as a science debate.</p> <p>As well as referring to the key research, candidates can refer to research relating to motivating factors and bias in the collection and processing of forensic evidence. Any relevant research is creditworthy.</p> <p>Answers may refer to features of science such as:</p> <ul style="list-style-type: none"> • Replicability • Objectivity • Falsifiability • The use of controls • Manipulation of variables • Collection of quantitative data • Cause and effect • Standardisation • Hypothesis testing • Induction/Deduction • Empiricism/empirical evidence <p>Candidates may suggest the research is scientific, or equally, they may argue that it is not (e.g. research in the field creating extraneous variables). Points about whether the research is scientific need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>PLEASE REFER TO APPENDIX 2</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>Answers need to be focused on the <u>research</u> (rather than techniques for example).</p>
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(c) From a crime scene, the police recover different examples of forensic evidence including fingerprints and a handwritten note. Experts will analyse the forensic evidence to help the police identify a suspect.

Outline at least one strategy a psychologist might suggest to the experts to reduce bias in the collection and processing of forensic evidence. (10)

Mark Scheme

(c)	*	<p>Outline at least one strategy a psychologist might suggest to the experts to reduce bias in the collection and processing of forensic evidence.</p> <p>AO2 (10 marks)</p> <p>Candidates need to apply their knowledge and understanding of at least one strategy for reducing bias in the collection and processing of forensic evidence.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Application of the principles behind the ACE-V approach to fingerprint identification and/or Linear Sequential Unmasking (LSU). • A 'line-up' approach could be suggested (and this could be linked to the filler-control method and/or Miller's 'six-pack' approach). • Only using experienced analysts and/or to withhold crime scene information from them (from the key research). • 'Blind testing' in which information about judgements made by other handwriting analysts is withheld (especially if the judgements are from someone more senior). • Training experts in their own biases. • Comparing latent and comparison print separately. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions. It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	<p>PLEASE REFER TO APPENDIX 3</p> <p>Annotations</p> <p>Level to be annotated on the left hand side.</p>
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**APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9-10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6-8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3-5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1-2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

2.

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

Mark Scheme

(a)	* Outline the key research by Memon and Higham (1999) and explain what it tells us about training police interviewers. AO1 (5 marks) Candidates must refer to the key study by Memon and Higham (1999). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. A good/Level 4 response will typically include detailed outline of the following features: - Identification of the research method used (i.e. a review) or its aim. - Outline of what the cognitive interview technique involves. - Outline of how the CIT was assessed (comparison to other interview techniques and/or measures of memory and/or citing of research into different components by other psychologists) A reasonable/Level 3 response will typically include 2 of the above features, or 3 but not in detail A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features. AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Memon and Higham. The explanation of what it tells us about training police interviewers can be marked in relation to what the study advises about effective CIT training. Award 5 marks for different aspects of CIT training. For example: <ul style="list-style-type: none"> • Focus on context reinstatement and recalling in forward order once followed by reverse order as these components have been found to be particularly effective. • Focus less on changing the perspective as it can be confusing for witnesses • Do over two days • Give to motivated police officers (chosen for their potential) • Get a police sergeant delivering the training • Don't get a University lecturer doing the training • Give trainees feedback • Provide opportunities for practice • Give all trainees training in the same interview techniques (not like the 'standard' police interview) The AO2 marks can be awarded in relation to either breadth (e.g. listing five of these) or depth (e.g. taking a more detailed approach in relation to two or three of them) Less detailed answers or answers that simply describe the study without explaining what it tells us about training police interviewers will only gain marks in the lower bands.	10	PLEASE REFER TO APPENDIX 1
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

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

Mark Scheme

(b)	*	<p>Discuss ethical considerations in relation to collection of evidence.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethical considerations.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate collection of evidence in relation to ethical considerations. As well as referring to the key research, candidates can refer to research relating to collection and use of evidence from witnesses and suspects. Any relevant study is creditworthy, including those relating to the collection of forensic evidence and also Loftus and Palmer.</p> <p>Candidates may approach this question by:</p> <ul style="list-style-type: none"> • Commenting on <i>research</i> into collection of evidence in relation to ethical guidelines (informed consent, withdrawal, protection from harm, etc.). <p>However, stronger responses may broaden out the discussion to consider:</p> <ul style="list-style-type: none"> • Collection of evidence in relation to <i>the experience of being an interviewee</i> – the rights of interviewees, and whether 'the end justifies the means'. <p>Candidates may be critical in the points they make but, equally, they may defend the ethics of collection of evidence. Points about ethical considerations need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(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)

Mark Scheme

(c)	*	<p>Outline at least one suggestion a psychologist might make to the police about how to interview Tom about what he saw.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for police interviews.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Features of the cognitive interview technique. • The enhanced cognitive interview technique. • The PEACE model. • Avoiding using leading questions • Application of context-dependent memory <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9–10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6–8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3–5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1–2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question. Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.



1.

(a) Outline the key research by Ulrich (1984) and use it to show the extent to which the view through a window may influence recovery from surgery. (10)

Mark Scheme

(a) *	<p>Outline the key research by Ulrich (1984) and use it to show the extent to which the view through a window may influence recovery from surgery.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Ulrich. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/procedure including materials) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Ulrich to show the extent to which the view through a hospital window may influence recovery from surgery. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How patients with views of trees spent less time in hospital following surgery than patients with views of a brick wall. • Other aspects of recovery from surgery – namely, use of painkillers, use of anti-anxiety drugs, post-operative complications, and/or comments made by nurses (e.g. about the patients' moods) <p>Less detailed answers or answers that simply describe the study without using it to show the extent to which the view through a hospital window may influence recovery from surgery will only gain marks in the lower bands.</p>	10	<p>PLEASE REFER TO APPENDIX 1</p> <p>Annotations Level to be annotated on the left hand side. √ Ticks for any feature (AO1). APP for what it tells us about how the view from the window may influence recovery from the surgery.</p> <p>AIM: To investigate whether having a view of a natural scene from a hospital window would have positive effects on the recovery of patients.</p> <p>RM: Matched pairs design - 23 patients were in the 'tree view' group and 23 were in the 'wall view' group. Use of secondary data.</p> <p>SAMPLE: 46 patients who had undergone cholecystectomy (a common type of gall bladder operation) in a suburban Pennsylvania hospital. Patients were matched on sex, age (within 5 years), being a smoker/non-smoker, obese/within normal weight limits, general nature of previous hospitalisation, year of surgery (within 6 years) and floor level.</p> <p>PROCEDURE: Records of patients were obtained. The same nurses had been assigned to the rooms on a given floor. The rooms were all for double occupancy and were nearly identical in terms of dimensions, window size, and arrangement of beds, furniture and other major physical characteristics. Recovery data was extracted from patients' records by a nurse with extensive surgical floor experience. The nurse did not know which scene was visible from a patient's window. Five types of information were taken from each record:</p> <ol style="list-style-type: none"> Number of days of hospitalisation Number and strength of analgesics each day Number and strength of doses for anxiety, including tranquillisers and barbiturates, each day Minor complications, such as persistent headache and nausea requiring medication – symptoms which are considered to result frequently from conversion reactions All nurses' notes relating to a patient's condition or course of recovery
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(b) Discuss the usefulness of research into the psychological effects of the built environment. **(15)**

Mark Scheme

(b)	*	<p>Discuss the usefulness of research into the psychological effects of the built environment.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of usefulness.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into psychological effects of the built environment in relation to usefulness. As well as referring to the key research, candidates can refer to research investigating the impact of the built environment and urban reneating the impact of the built environment and urban renewal on our wellbeing. Any relevant research is creditworthy.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • Usefulness in terms of practical applications of research. • The influence on social policy, or as a starting point for further research. • How useful or not the research is in relation to its methodology, lacking validity (population, ecological) could reduce its usefulness, as could self-report or observations. • Factors such as scientific rigour. • Benefits to society vs social sensitivity. <p>Candidates may suggest the research is highly useful, or equally, they may argue that it is not. Points about usefulness need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>PLEASE REFER TO APPENDIX 2</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>Answers need to be focused on the <u>research</u>.</p>
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(c) Sam has the job of converting an office block into apartments for people to live in. The office block is in the town centre and is twelve storeys high. Sam wants to design apartments that will improve the health/wellbeing of the people choosing to live there.

Outline at least one strategy a psychologist might suggest for how Sam can design apartments that will improve the health/wellbeing of the people choosing to live there. (10)

Mark Scheme

(c)	*	<p>Outline at least one strategy a psychologist might suggest for how Sam can design apartments that will improve the health/wellbeing of the people choosing to live there.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one example of environmental design used to improve health/wellbeing.</p> <p>Suggestions could refer to:</p> <ul style="list-style-type: none"> • Creating balconies so that residents can have plants in pots • Building in good soundproofing (either from one apartment to another or from all apartments to external sources of noise such as roads). • Addressing overcrowding (e.g. via the size of the apartments) • Addressing privacy (e.g. through not making apartments completely open-plan). • Application of defensible space principles, such as through restricting access to the building, separating apartments into smaller clusters (e.g. as opposed to all being accessed from a single long corridor), not having any 'unowned' spaces, etc. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	<p>PLEASE REFER TO APPENDIX 3</p> <p>Annotations Level to be annotated on the left hand side.</p>
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**APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9-10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6-8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3-5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1-2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

2.

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

Mark Scheme

(a)	*	<p>Outline the key research by Wells (2000) and explain what it tells us about territory in the workplace.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Wells (2000). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Wells (2000) to explain what it tells us about territory in the workplace. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How the well-being of employees can be enhanced by allowing personalisation of office space. • The reported gender differences in how males and females personalise their office workspaces. • Personalisation is generally seen as a form of territorial behaviour, enabling people to mark and defend their territory, and regulate social interactions to maintain privacy. [Note: some attempt at explaining how/why territory matters to people is required for top band] <p>Less detailed answers or answers that simply describe the study without using it to explain what it tells us about territory in the workplace will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

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

Mark Scheme

(b)	*	<p>Discuss whether research into territory and personal space is ethnocentric.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethnocentrism.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into territory and personal space in relation to ethnocentrism.</p> <p>As well as referring to the key research, candidates can refer to other research investigating territory and personal space in the workplace.</p> <p>Discussion points could consider:</p> <ul style="list-style-type: none"> • The cultures in which research is conducted. • Whether data collection methods are culturally specific. • Whether acknowledgement is made of cultural variation (e.g., in theories) • Whether research is cross-cultural • The extent to which research is biologically-based. • Whether research involves the study of non-human animals <p>Answers can be critical but can also defend the research.</p> <p>Ethnocentrism needs to be evaluated, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(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)

Mark Scheme

(c)	*	<p>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.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one office design strategy based on research into territory or personal space.</p> <p>Suggestions could refer to:</p> <ul style="list-style-type: none"> • The presence of pinboards and/or shelves (to aid personalisation) • Dividers (to demarcate territorial boundaries) • Desks of varying sizes (to accommodate differences in the amounts of territory required, perhaps related to gender and/or culture). • Building in meeting spaces (e.g., to support activity-based working) • Having both closed and open plan spaces. • Answers may extend their focus beyond desks to communal spaces such as eating or toileting areas. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are:</p> <ul style="list-style-type: none"> • related to the context of the question (i.e., to office design – e.g. as opposed to management of the office) • based on research into territory or personal space (e.g. as opposed to noise or views from the window) • proposals that a psychologist might potentially make (so should therefore be within ethical and legal guidelines). <p>Suggestions relating to <i>management</i> of the office are creditworthy but should be seen as limited because peripherally relevant (e.g. allowing personalisation is a decision that relates to how the office can be managed, but it implies the presence of office furniture that would support this so in this way it is connected to how the office is <i>designed</i>).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9–10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6–8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3–5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1–2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question. Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.



1.

(a) Outline the key research by Lewis et al (2014) and use it to show the extent to which dance can improve mental health. (10)

Mark Scheme

(a)	<p>* Outline the key research by Lewis et al (2014) and use it to show the extent to which dance can improve mental health.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Lewis et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good (L4) response will typically include details of at least 3 of following features: - Why the study was done (e.g. background, aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. research method used, method or procedure including materials) - What was found (e.g. the results or conclusions)</p> <p>A reasonable (L3) response will typically include 2-3 of the above features. A limited (L2) response will typically include 1-2 of the above features. A basic (L1) response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Lewis et al to show the extent to which dance can improve mental health. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • A connection between mood and mental health, albeit noting that the reduction in mood disturbance over the long-cycle time (10-week dance intervention) was experienced by both the participants in the Parkinson's Disease group and the control group. • Results for the short-cycle time as well as the long-cycle time and/or to the POMS subscales (e.g. referring to reductions in anger in general, and to reductions in fatigue for participants high in depression). • Depression subscale did not reach significance in the short cycle • Other findings from the study. <p>Less detailed answers or answers that simply describe the study without using it to show the extent to which dance can improve mood will only gain marks in the lower bands.</p>	10	<p>PLEASE REFER TO APPENDIX 1</p> <p>Annotations Level to be annotated on the left hand side. √ Ticks for any feature (AO1). APP for what it tells us about how dance can improve mental health.</p> <p>Key features of the study: AIM: To examine the effect of dance on mood in the elderly, more specifically in a group of people with PD, across a long cycle of 12 weeks and a short cycle of 1 hour.</p> <p>RM: Experiment, IV 1 (PD vs control group, matched pairs design), IV2 (Long vs Short cycle (repeated measures), DV (mood scores)</p> <p>SAMPLE: self-selected; 37 participants (aged between 50–80 years), 22 ps (12 m, 10 f) diagnosed with PD, 15 ps (7 m, 8 f). Many participants in the control group were also carers for the people taking part with PD.</p> <p>PROCEDURE: <u>Week 1</u> – informed consent, demographics questionnaire, POMS and MMSE at baseline. <u>Weeks 2-11</u> – a weekly dance class (50 minutes). Each class was based on rhythmic dancing to a strong beat with the style of dancing changing every 2 weeks (i.e. Bollywood). In the ninth week, participants were asked to complete the BRUMS, according to how they felt 'right now', before and after the dance class (short cycle). <u>Week 12</u> - POMS for a second time a few days later (long cycle).</p>
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(b) Discuss the validity of research into exercise and mental health. **(15)**

Mark Scheme

(b)	*	<p>Discuss the validity of research into exercise and mental health.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of validity within research.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into exercise and mental health in relation to validity.</p> <p>As well as referring to the key research, candidates can refer to any research investigating exercise and mental health. Any relevant research is creditworthy.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • Ecological validity - methodology, setting. • Population validity – aged, gender, sports, ethnicity, sampling technique. • Validity of measures – self report, observation. • Internal validity – extraneous and confounding variables. • Impact of bias – researcher, interpretation of subjective data. • Impact of demand characteristics, social desirability. <p>Answers can be critical but can also defend the research (e.g. for reasons of control, or because of practical considerations such as availability of participants).</p> <p>Points about validity need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>PLEASE REFER TO APPENDIX 2</p> <p>Annotations Level to be annotated on the left hand side.</p> <p>Answers need to be focused on the <u>research</u>.</p>
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(c) Amit is a primary school teacher with a class of children in Year 6 (aged 10–11 years). The children will soon be taking tests, and Amit wants to get them doing something that will improve their mental health. The school is near open countryside.

Outline at least one strategy a psychologist might suggest to Amit for how exercise could be used to improve the mental health of the school pupils. (10)

Mark Scheme

(c)	*	<p>Outline at least one strategy a psychologist might suggest to Amit for how exercise could be used to improve the mental health of the school pupils.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one exercise strategy to improve mental health.</p> <p>Suggestions could refer to:</p> <ul style="list-style-type: none"> • Introduction of a dance intervention, and candidates may develop this suggestion to specify the number of sessions, type of dance, etc. • Yoga • Aerobic exercise (whether involving dance or not) • Green exercise (e.g. conservation work in the school grounds, or going for a walk in the nearby countryside). <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	<p>PLEASE REFER TO APPENDIX 3</p> <p>Annotations Level to be annotated on the left hand side.</p>
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**APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9-10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6-8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3-5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1-2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

2.

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

Mark Scheme

(a)	*	<p>Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about measurement of personality in sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Kroll and Crenshaw (1970). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. identification of the research method used or background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Kroll and Crenshaw (1970) to explain what it tells us about measurement of personality in sport.</p> <p>Answers could refer to:</p> <ul style="list-style-type: none"> • How measurement of personality in sport could have real-world applications (e.g., in terms of channelling people into particular sports) • The use of self-report methods to measure personality, specifically form A of Cattell's 16PF questionnaire, and also the 15-item lie scale from the MMPI (as a means by which to screen out potentially invalid responses). • The benefits of between-sport comparison. • Collecting data only from sportspeople competing at regional or national level. • The ways in which data was analysed (e.g., multivariate analysis of raw data for all four groups of sportspeople for all 16 personality traits, comparison of sports in pairs, and analysis of the extent to which personality predicted sporting choice). <p>Less detailed answers or answers that simply describe the study without using it to explain what it tells us about measurement of personality in sport will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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APPENDIX 1

Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this.
3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

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

Mark Scheme

(b)	*	<p>Discuss sampling bias in research into personality and sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of sampling bias.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into personality and sport in relation to sampling bias.</p> <p>As well as referring to the key research, candidates can refer to research investigating personality, its measurement and its relationship to sport. Any relevant research is creditworthy.</p> <p>Relevant points could refer to:</p> <ul style="list-style-type: none"> • Samples of people who are all from the same country • The range of sports represented within a sample • The level at which sports are played • The positions of players within team sports • The age groups of samples • Gender bias within samples • The sampling method used • Attrition of samples within longitudinal research, etc. <p>Answers can be critical but can also defend the research (e.g., for reasons of control, or because of practical considerations such as availability of participants).</p> <p>Points about sampling bias need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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APPENDIX 2

Generic mark scheme for Section B PART (b) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
1	1–3	Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

(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)**

Mark Scheme

(c)	*	<p>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.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for using knowledge of personality to improve sports performance.</p> <p>Suggestions could refer to the following:</p> <ul style="list-style-type: none"> Promote to the first team squad players who have the required footballing skills but who also score highly on traits such as conscientiousness and/or openness to change that could help with the team's current predicament. Consideration of whether players ought to be considered for other positions within the team based on their personality traits. Improving the ability of players to withstand criticism from fans and/or the media (e.g., in relation to social boldness). Kareem could also explore the question of the extent to which personality traits can be modified, and his suggested approach could include working with players to, for example, reduce levels of anxiety among players who are prone to this. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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APPENDIX 3
GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9–10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6–8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
2	3–5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested.
1	1–2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this band contain no creditworthy material.

