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(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><b>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.</b></p> <p><b>AO1 (5 marks)</b> 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><b>AO2 (5 marks)</b> Candidates should apply 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"> <li>• How patients with views of trees spent less time in hospital following surgery than patients with views of a brick wall.</li> <li>• 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)</li> </ul> <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><b>Annotations</b> 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><b>AIM:</b> 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><b>RM:</b> 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><b>SAMPLE:</b> 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><b>PROCEDURE:</b> 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:          (i) Number of days of hospitalisation          (ii) Number and strength of analgesics each day          (iii) Number and strength of doses for anxiety, including tranquilisers and barbiturates, each day          (iv) Minor complications, such as persistent headache and nausea requiring medication – symptoms which are considered to result frequently from conversion reactions          (v) All nurses' notes relating to a patient's condition or course of recovery</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 usefulness of research into the psychological effects of the built environment. **(15)**

**Mark Scheme**

(b)	*	<p><b>Discuss the usefulness of research into the psychological effects of the built environment.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of usefulness.</p> <p><b>AO3 (13 marks)</b> 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 renewal on our wellbeing. Any relevant research is creditworthy.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>Usefulness in terms of practical applications of research.</li> <li>The influence on social policy, or as a starting point for further research.</li> <li>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.</li> <li>Factors such as scientific rigour.</li> <li>Benefits to society vs social sensitivity.</li> </ul> <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><b>Annotations</b> 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><b>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.</b></p> <p><b>AO2 (10 marks)</b> 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"> <li>• Creating balconies so that residents can have plants in pots</li> <li>• Building in good soundproofing (either from one apartment to another or from all apartments to external sources of noise such as roads).</li> <li>• Addressing overcrowding (e.g. via the size of the apartments)</li> <li>• Addressing privacy (e.g. through not making apartments completely open-plan).</li> <li>• 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.</li> </ul> <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are <b>related to the context of the question</b> 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><b>Annotations</b> 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><b>Outline the key research by Wells (2000) and explain what it tells us about territory in the workplace.</b></p> <p><b>AO1 (5 marks)</b> 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><b>AO2 (5 marks)</b> 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"> <li>• How the well-being of employees can be enhanced by allowing personalisation of office space.</li> <li>• The reported gender differences in how males and females personalise their office workspaces.</li> <li>• 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]</li> </ul> <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)	* <b>Discuss whether research into territory and personal space is ethnocentric.</b>  <b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of ethnocentrism.  <b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate research into territory and personal space in relation to ethnocentrism.  As well as referring to the key research, candidates can refer to other research investigating territory and personal space in the workplace.  Discussion points could consider: <ul style="list-style-type: none"> <li>• The cultures in which research is conducted.</li> <li>• Whether data collection methods are culturally specific.</li> <li>• Whether acknowledgement is made of cultural variation (e.g., in theories)</li> <li>• Whether research is cross-cultural</li> <li>• The extent to which research is biologically-based.</li> <li>• Whether research involves the study of non-human animals</li> </ul> Answers can be critical but can also defend the research.  Ethnocentrism needs to be evaluated, rather than simply identified and illustrated.  Other appropriate responses should be credited.	<b>15</b>	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)	* <b>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.</b>  <b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of at least one office design strategy based on research into territory or personal space.  Suggestions could refer to: <ul style="list-style-type: none"> <li>• The presence of pinboards and/or shelves (to aid personalisation)</li> <li>• Dividers (to demarcate territorial boundaries)</li> <li>• Desks of varying sizes (to accommodate differences in the amounts of territory required, perhaps related to gender and/or culture).</li> <li>• Building in meeting spaces (e.g., to support activity-based working)</li> <li>• Having both closed and open plan spaces.</li> <li>• Answers may extend their focus beyond desks to communal spaces such as eating or toileting areas.</li> </ul> <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"> <li>• <b>related to the context of the question</b> (i.e., to office <i>design</i> – e.g. as opposed to <i>management</i> of the office)</li> <li>• <b>based on research into territory or personal space</b> (e.g. as opposed to noise or views from the window)</li> <li>• proposals that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</li> </ul> <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.

