

A Level Psychology H567/03 Applied psychology

Sample Question Paper
Date – Morning/Afternoon

Time allowed: 2 hours

You must have:

- OCR 12-page Answer Booklet
(OCR12 sent with general stationery)



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Section A: Answer **all** the questions in this section.
- Section B: Choose **two** options and answer **all** parts of the question in the options you have chosen.
- Write your answers in the Answer Booklet. The question numbers must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **105**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

SECTION A: Issues in mental health

Answer **all** the questions in Section A.

- 1(a)** Outline **one** definition of abnormality. [2]
- (b)** Explain why labelling people 'abnormal' could be considered unethical. [3]
- 2** Rosenhan (1973) hypothesised that psychiatrists cannot reliably tell the difference between people who are sane and those who are insane.
- With reference to the key research, discuss how classification of mental illness can result in 'stickiness of labels'. [5]
- 3** Suggest how biological treatment can be used to treat **one** specific disorder. [5]
- 4*** Compare a cognitive explanation with **one** other explanation of mental illness. [10]
- 5*** Discuss the nature/nurture debate in relation to the biological explanation of mental illness. [10]

Section B: Options

Choose **two** options and answer **all** parts of the question in the options you have chosen.

OPTION 1**Child psychology**

6(a)* Using the research by Barkley-Levenson et al. (2014), explain the relationship between brain development and risk taking behaviour. **[10]**

(b)* Assess ethical problems with using brain structure as an explanation of risk taking behaviour. **[15]**

Max has just passed his driving test and often breaks the speed limit. He enjoys driving fast and even a police warning has not stopped him. Max's parents have tried to punish him for this behaviour but their interventions have not been successful.

(c)* Discuss how a psychologist could investigate whether Max's behaviour is due to brain development. **[10]**

OPTION 2**Criminal psychology**

7(a)* Explain how the research by Hall and Player (2008) could be used to improve fingerprint identification. **[10]**

(b)* Assess the usefulness of research into the collection and processing of forensic evidence. **[15]**

A series of high profile serious violent crimes have been committed in a small village over the last year. Experts are working on the case but it remains unsolved. There are a number of potential suspects including one who has a previous conviction for assault.

(c)* Discuss how motivating factors might impact the collection and processing of forensic evidence in this case. **[10]**

OPTION 3**Environmental psychology**

8(a)* Using the research by Drews and Doig (2014), explain how ergonomic research can influence workplace design.

[10]

(b)* Assess the methodological issues involved when researching the impact of observation in the workplace.

[15]

Angie is an air traffic controller, one of the most stressful jobs according to suicide statistics. She often has several planes to manage in and out of a busy regional airport. She has to monitor their speed, flight path and height as well as have an ongoing dialogue with the pilot throughout their landing and take-off. It's no wonder she is exhausted at the end of a shift as she is very aware of how easy it would be to miss a vital piece of information.

(c)* Discuss how a psychologist could design Angie's work station to prevent cognitive overload.

[10]

OPTION 4**Sport and exercise psychology**

9(a)* Explain how research by Smith et al. (1979) could be used to improve relationship skills in youth sports coaches.

[10]

(b)* Assess the individual and situational debate with regard to the performance of sports teams.

[15]

A team of young hockey players are ambitious to improve their performance. They have a new coach who spends a considerable amount of time socialising with the team. He is criticised by the team's parents who think the team should always be practising their hockey. However, in the next big game the team wins.

(c)* Discuss how a sports psychologist might apply their knowledge of sports coaching to explain the win to the team's parents.

[10]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level Psychology

H567/03 Applied psychology

SAMPLE MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 105

Specimen

This document consists of 28 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

LEVELS OF RESPONSE – LEVEL DESCRIPTORS

	AO1	AO2	AO3
Good	Response demonstrates good relevant knowledge and understanding. Accurate and detailed description.	Response demonstrates good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.	Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.
Reasonable	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail.	Response demonstrates reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.	Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument are competent and understanding is reasonable.
Limited	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail.	Response demonstrates limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.	Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions that summarise issues and arguments.
Basic	Response demonstrates basic knowledge and understanding that is only partially relevant. Basic description with no detail.	Response demonstrates basic application of psychological knowledge and understanding. Responses will be generalised lacking focus on the question.	Response demonstrates basic analysis, interpretation and/or evaluation that is not related to the question. Basic or no valid conclusions that attempt to summarise issues. No evidence of arguments.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

2 Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

4 Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.

Question	Answer	Marks	Guidance
Section A: Issues in Mental Health			
1 (a)	<p>Outline ONE definition of abnormality.</p> <p>Definitions may refer to the use of categories to define specific disorders such as meeting a set of criteria such as in International Classification of Diseases diagnostic tool (ICD) would be considered abnormal.</p> <p>Candidates may also give definitions based on Rosenhan's definitions such as 'deviation from social norms', 'failure to function adequately' or 'behaviour that does not fit with the context'. They could equally focus on Szasz's criticisms of the concept of abnormality and mental illness.</p> <p>Other appropriate responses should be credited.</p>	<p>2</p> <p>AO1 1a</p>	<p>2 marks – A clear, accurate definition.</p> <p>1 mark – Vague or partial definition.</p> <p>0 marks – No creditworthy response.</p> <p>To access full marks the candidate must include one definition that has been cited in psychological literature. Marks will only be allocated to one way to define abnormality.</p>
(b)	<p>Explain why labelling people 'abnormal' could be considered unethical.</p> <p>Candidates could make reference to the anti-psychiatry movement or to people who were part of it. For example, Szasz, who considers that labelling people as abnormal or mentally ill was a form of persecution akin to labelling people as witches in the mediaeval era, so this is unethical as it causes harm. Szasz and others like Rosenhan and RD Laing believed that labels were 'sticky' and dangerous and would mean people often could be treated differently, i.e. losing their liberty unfairly and unethically. This would mean extreme distress was caused. Candidates could consider that labelling can lead to treatment for those considered abnormal, which might be seen as infringement of their rights or may cause harm such as side effects and therefore the treatment, or simply having the treatment, may be considered unethical.</p> <p>Other appropriate responses should be credited.</p>	<p>3</p> <p>AO1 1b</p>	<p>3 marks – Clear reasoning why labelling could be considered unethical.</p> <p>2 marks – Focus on labelling or ethics, not clearly linked.</p> <p>1 mark – Definition of labelling and/or ethics, with no link between them.</p> <p>0 marks – No creditworthy response.</p> <p>To access full marks the candidate must explain why labelling people as 'abnormal' is unethical. This could be done by citing one explanation in detail or more than one explanation in less detail.</p>

Question	Answer	Marks	Guidance
2	<p>Rosenhan (1973) hypothesised that psychiatrists cannot reliably tell the difference between people who are sane and those who are insane.</p> <p>With reference to the key research, discuss how classification of mental illness can result in ‘stickiness of labels’.</p> <p>AO1 (1 mark)</p> <p>Demonstration of knowledge and understanding through reference to Rosenhan’s study.</p> <p>AO3 (4 marks)</p> <p>Stickiness of labels is analysed in terms of the behaviour meted out by the staff, due to the initial labelling by the doctors who admitted the pseudo patients and/or the stickiness of the labels shown by the pseudo patients being discharged with the label of ‘Schizophrenia in remission’. Discussion of the classification of mental illness demonstrates analysis of the information, ideas and evidence from the Rosenhan study and the associated issues. This includes engagement with the discussion which could be in terms of the labelling being due to cultural expectations or the problems of using diagnostic criteria leading to labelling. The key discussion should focus on how the classification resulted in the stickiness of labels.</p> <p>Other appropriate responses should be credited.</p>	<p>5</p> <p>1 AO1 1a</p> <p>4 AO3 1a/1b</p>	<p>5 marks – Detail of Rosenhan’s study is appropriately used to support discussion of stickiness of labels. Discussion of stickiness of labels refers to classification of mental illness.</p> <p>3–4 marks – Discussion of stickiness of labels, with little or no reference to the study.</p> <p>1–2 marks – Discussion of parts of the study with no link to stickiness of labels.</p> <p>0 marks – No creditworthy response.</p> <p>To access full marks the candidate should discuss the issue of stickiness of labels and how these result from classification of mental illness.</p>

Question	Answer	Marks	Guidance
3	<p>Suggest how biological treatment can be used to treat ONE specific disorder.</p> <p>Candidates are likely to suggest drugs as a treatment for any disorder, for example depression, schizophrenia. Detailed knowledge could include; what the drug might be, e.g. SSRI, and how it works, by stopping reuptake of Serotonin so increasing mood enhancing effect of serotonin due to increased levels of serotonin in the synapse. Candidates should refer to at least one biological treatment. If candidates refer to using ECT in combination with drug therapy they would get credit for both treatments, and there would be a depth/breadth trade-off. Candidates must specify the disorder being treated to access more than bottom band. All treatments must be considered biological to be credited, e.g. if drug and CBT suggested, only drug therapy would gain credit.</p> <p>Other appropriate responses should be credited.</p>	<p>5</p> <p>AO2 e</p>	<p>5 marks – Good application of a clear, detailed and accurate biological treatment is a specified (named) disorder. More than one biological treatment may be suggested in less detail.</p> <p>3-4 marks – Reasonable application of a biological treatment to a specified (named) or implied disorder. More than one biological treatment may be suggested in less detail. Response lacks some detail.</p> <p>1-2 marks – Limited application of a biological treatment with little reference to the treatment of any disorder.</p> <p>0 marks – No creditworthy response.</p>
4	<p>Compare a cognitive explanation with ONE other explanation of mental illness.</p> <p>AO1 (5 marks)</p> <p>Demonstration of knowledge and understanding of the cognitive explanation is likely to be achieved through suggesting that cognitive explanations will revolve around faulty thinking as the prime reason for a mental illness. They could consider one explanation such as Beck or more than one such as Ellis and Beck. They may explain how this can occur as a result of an interaction between the environment and innate traits. The candidate may refer to disorders to elaborate on the explanation or they may use empirical evidence as elaboration of the explanation both of which would be creditworthy.</p>	<p>10</p> <p>5 AO1 1a</p> <p>5 AO3 1a/1b</p>	<p>9–10 marks – A good understanding of the key assumptions of both a cognitive and one other explanation of mental illness. Points of comparison (similarities and/or differences) are clearly identified and referenced appropriately to both explanations. 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 – A reasonable description of the key assumptions of both a cognitive and one other explanation of mental illness. This may lack detail or be unbalanced. Comparison is made in some detail with reference to both explanations. 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 – A limited description of the key</p>

Question	Answer	Marks	Guidance
	<p>AO3 (5 marks)</p> <p>In order to show the ability to analyse information, ideas and evidence relating to the cognitive explanation, the candidate must compare their cognitive explanation with at least one other explanation, for example the behaviourist or biological explanation. The candidate might compare the explanations using any issue or debate, such as the explanation adopting a reductionist or holistic view or using the nature vs. nurture debate, or on methodological issues such as type of research supporting the explanation. Each point should be clearly identified, and linked to both explanations. Again, empirical evidence might be used but will only be creditworthy where it is appropriately used to support the similarity or difference being discussed. The question does not ask for simple evaluation of the explanation or research and would not be creditworthy.</p> <p>Other appropriate responses should be credited.</p>		<p>assumptions of both a cognitive and one other explanation of mental illness. This will lack detail, unbalanced or superficial. A point of comparison in some detail with some reference to both explanations. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>1–2 marks – A basic description of the key assumptions of either a cognitive or one other explanation less detailed OR superficial description of both cognitive and one other explanation. Some basic comparison made but with no reference to the explanations. 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>
5	<p>* Discuss the nature/nurture debate in relation to the biological explanation of mental illness.</p> <p>Applying debate to the explanation</p> <p>AO2 (5 marks)</p> <p>In order to demonstrate application of knowledge and understanding in a theoretical context, candidates are likely to outline the two sides of the nature/nurture debate and relate it to how the biological explanation is usually considered nature in particular, with an application to genetic explanations for mental illness. Less detailed explanations and simply identifying the nature/nurture debate with a link to biological assumptions with a weak link to mental illness are likely to gain middle band marks as full application of knowledge is not presented.</p>	<p>10</p> <p>5 AO2 a</p> <p>5 AO3 1a/1b</p>	<p>9–10 marks – A good explanation of the nature/nurture debate explicitly applied to the biological explanation of mental illness. There is a good discussion of the nature/nurture debate in relation to the biological explanation 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 – A reasonable explanation of the nature/nurture debate applied to the biological explanation of mental illness. There is a reasonable discussion of the nature/nurture debate in relation to the biological explanation 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 – A limited explanation of the nature/nurture</p>

Question			Answer	Marks	Guidance
			<p>AO3 (5 marks) Candidates can show analytical and evaluative skills by considering the impact of the biological approach being considered nature in terms of lack of responsibility, ethical issues such as foetus gene testing, or the deterministic aspect of the nature side of the debate. Another way the nature/nurture debate could be discussed could be to consider biological explanations that do not take the nature side of the debate, such as brain damage or chemical imbalance.</p> <p>Other appropriate responses should be credited.</p>		<p>debate implicitly applied to the biological explanation of mental illness. There is a limited discussion of the nature/nurture debate superficially related to the biological explanation 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 – A basic explanation of the nature/nurture debate which may not be applied to the biological explanation of mental illness. There is a basic discussion of the nature/nurture debate which may not be in relation to the biological explanation 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>
Section B: Options – Child psychology					
6	(a)	*	<p>Using the research by Barkley-Levenson et al. (2014), explain the relationship between brain development and risk taking behaviour.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Barkley-Levenson et al. to access the top band. Candidates will describe the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) In order to achieve credit for application of knowledge and understanding in a theoretical context, candidates must make a</p>	<p>10</p> <p>5 AO1 1a 5 AO2 a</p>	PLEASE REFER TO APPENDIX 1

Question	Answer	Marks	Guidance
	<p>link to explain the relationship between brain development and risk taking behaviour. They might consider the finding of the study as evidence which suggests hyper activation of reward circuitry (ventral striatum) response in adolescence may be a normal response and this could be linked with the lack of development of the pre-frontal cortex.</p> <p>It is important for the answer to make the link between hypersensitivity to reward and risk taking behaviour, for example the gambling referred to in the key study, the reward gained, or the dopamine rush of alcohol leading to more alcohol intake.</p> <p>Other appropriate responses should be credited.</p>		
(b)	<p>* Assess ethical problems with using brain structure as an explanation of risk taking behaviour.</p> <p>AO1 (2 marks) Candidates could demonstrate knowledge and understanding of ethical problems by making reference to the ethical considerations of research into brain structure as an explanation of risk taking behaviour. For example, one ethical problem with the explanation is the need to carry out brain scans on adolescents and children, which entails the consideration of issues such as consent and protection</p> <p>AO3 (13 marks) Examples from appropriate studies should be used to show the analysis of these issues. Candidates could also refer to issues</p>	<p>15</p> <p>2 AO1 1a 13 AO3 1a/1b</p>	<p>PLEASE REFER TO APPENDIX 2</p>

Question	Answer	Marks	Guidance
	<p>such as the social sensitivity of adopting brain structure as an explanation for risk taking behaviour, the target population and samples used, the issue of banning teenagers from drinking, or the use of information such as increasing car insurance premiums for teenagers. Again, reference to appropriate research could help demonstrate development and elaboration of the points made.</p> <p>Other appropriate responses should be credited.</p>		
(c)	<p>* Discuss how a psychologist could investigate whether Max's behaviour is due to brain development.</p> <p>Candidates need to show their knowledge and understanding of methods and processes of researching brain development and apply this specifically to the context of the study of Max's behaviour. It would be acceptable to consider the problems which derive from such research as the question has the injunction 'discuss' rather than outline or describe, indicating some acknowledgement of the strengths and weakness, but the focus is on the application of knowledge of the methods as well as the application of evaluation issues.</p> <p>Other appropriate responses should be credited.</p>	<p>10 AO2 g</p>	<p>PLEASE REFER TO APPENDIX 3</p>

Question	Answer	Marks	Guidance
Section B: Options – Criminal psychology			
7 (a) *	<p>Explain how the research by Hall and Player (2008) could be used to improve fingerprint identification.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Hall and Player to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the research appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should apply their knowledge and understanding of the research by making suggestions to improve fingerprint identification. Responses may focus on reducing emotional stimuli. Alternatively, answers may consider the different outcomes for perceived and actual effects of emotional context and the influence this should have in informing procedure.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p> <p>5 AO1 1a 5 AO2 a</p>	<p>PLEASE REFER TO APPENDIX 1</p>
(b) *	<p>Assess the usefulness of research into the collection and processing of forensic evidence.</p> <p>AO1 (2 marks) Candidates should demonstrate their knowledge and understanding by accurately identifying what is meant by usefulness of research in terms of the collection and processing of forensic evidence.</p> <p>AO3 (13 marks) Analysis, interpretation, and evaluation of usefulness of</p>	<p>15</p> <p>2 AO1 1a 13 AO3 1a/1b</p>	<p>PLEASE REFER TO APPENDIX 2</p>

Question	Answer	Marks	Guidance
	<p>collecting and processing of forensic evidence may include benefit, appropriateness, accuracy, application and methodological issues. Usefulness can include intrinsic usefulness to psychology as an academic discipline furthering our understanding, and/or extrinsic usefulness, real life application to society or to the individual.</p> <p>Usefulness can include value to society, to application to the individual. Candidates may consider whether research into the collection and processing of forensic evidence informs better practice and within this remit the validity or reliability of research may also be considered. Responses can take the form of broad general comments of principle ie whether it enhances or threatens the integrity of forensic practices.</p> <p>Other appropriate responses should be credited.</p>		
(c)	<p>* Discuss how motivating factors might impact the collection and processing of forensic evidence in this case.</p> <p>Candidates must apply their knowledge and understanding of motivating factors and how they may affect the collection and processing of forensic evidence. Candidates should recognise that human judgment plays a major role in the collection and processing of evidence. They should consider the motivating factors which may impact on the collection of evidence in this case.</p> <p>Answers could refer to any appropriate aspect of forensic evidence a psychologist might use and consider how this might be influenced by perceptual, cognitive, social and emotional factors. Evidence indicates that an observer's expectations can impact visual and auditory perception and similar effects can be driven by motivational goals.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p> <p>A02 g</p>	<p>PLEASE REFER TO APPENDIX 3</p>

Question	Answer	Marks	Guidance
Section B: Options – Environmental psychology			
8 (a) *	<p>Using the research by Drews and Doig (2014), explain how ergonomic research can influence workplace design.</p> <p>AO1 (5 marks) Responses must refer to the key study by Drews et al. to access the top band. Knowledge and understanding should be demonstrated through describing the psychological evidence of the key study appropriately and effectively. Evidence indicates that the use of Configural Vital Signs (CVs) displays increase data interpretation speed and 1.9 times higher accuracy in nurses.</p> <p>AO2 (5 marks) Candidates should apply knowledge and understanding of the Drews et al. study to explain how the ergonomic design of the VDU display was developed from the results of better reactions and spotting of problems from the graphical display.</p> <p>It is important for the answer to make the link between ergonomic research (such as Drews et al.) and its influence on workplace design, so may consider the attempts to increase productivity or reduce errors. Less detailed answers or answers that simply describe the study without reference to the explanation will only gain marks in the lower bands.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p> <p>5 AO1 1a 5 AO2 a</p>	<p>PLEASE REFER TO APPENDIX 1</p>

Question	Answer	Marks	Guidance
(b) *	<p>Assess the methodological issues involved when researching the impact of observation in the workplace.</p> <p>AO1 (2 marks) Knowledge and understanding is demonstrated through the identification of methodological issues in observations such as bias, demand characteristics or even more likely social desirability bias.</p> <p>AO3 (13 marks) Candidates have to apply their knowledge and understanding of the methodological issues involved in observation. These issues must be specifically linked to research in the workplace, such as Drews et al. Responses could consider any appropriate methodological issues such as bias, demand characteristics or even more likely social desirability bias. There could be the problems of participant research if this was to be undertaken. Evaluation of issues such as sampling are unlikely to address the question as the answer should be linked to the method of observation not carrying out research. Examples from research can show the candidates understanding, and development of an argument will indicate a higher band answer. In order to demonstrate analytical, interpretative and evaluative skills candidates must discuss the issues identified and make conclusions.</p> <p>Other appropriate responses should be credited.</p>	<p>15</p> <p>2 AO1 1a 13 AO3 1a/1b</p>	<p>PLEASE REFER TO APPENDIX 2</p>

Question		Answer	Marks	Guidance
	(c) *	<p>Discuss how a psychologist could design Angie's work station to prevent cognitive overload.</p> <p>Candidates are expected to apply their knowledge of cognitive overload to the practical context of designing a work station. Knowledge of cognitive overload should include what can cause it, plus knowledge of the key study on how to design work stations, this knowledge should be specifically applied to the situation of Angie. They could consider graphical display, pushing some data into the background, automatic support, i.e. computers filtering out unnecessary data, the organisation of data into patterns so that unusual data stands out based on perceptual skills, or only using a few colours. To gain top band, candidates should apply their background knowledge specifically to the context of the design of Angie's work station.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p> <p>AO2 g</p>	PLEASE REFER TO APPENDIX 3
Section B: Options – Sport and exercise psychology				
9	(a) *	<p>Explain how research by Smith et al. (1979) could be used to improve relationship skills in youth sports coaches.</p> <p>AO1 (5 marks)</p> <p>Candidates must refer to the key study by Smith et al. to access the top band. In order to demonstrate knowledge and understanding, candidates will describe the psychological evidence of the key study appropriately and effectively. Responses may also show specific knowledge of the cognitive-behavioural approach and how it enhances relationship skills in youth sports coaches.</p>	<p>10</p> <p>5 AO1 1a 5 AO2 a</p>	PLEASE REFER TO APPENDIX 1

Question	Answer	Marks	Guidance
	<p>AO2 (5 marks) Candidates must show evidence of application of knowledge from the Smith et al. study, which they will use to explain how relationship skills in youth sports coaches can be improved.</p> <p>It is important for the answer to make the link between the key research and its suggestions for improving relationship skills. It is likely the focus of the answer will be on the method/conditions of the research. Less detailed answers or answers that simply describe the study without reference to the suggestion will only gain marks in the lower bands.</p> <p>Other appropriate responses should be credited.</p>		
(b)	<p>* Assess the individual and situational debate in regard to the performance of sports teams.</p> <p>AO1 (2 marks) Knowledge and understanding of the individual debate and the situational debate are.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the individual and situational debate in relation to the performance of sports teams. The candidate may discuss the following: aspects of the individual who might be good at sport, but less effective when constrained by other team members or when in front of audiences (or not) may be considered. The situation the individual find themselves in might impact on the individual's own ability. However, there might be some consideration of team members individual characteristics, such as leadership skills,</p>	<p>15</p> <p>2 AO1 1a 13 AO3 1a/1b</p>	PLEASE REFER TO APPENDIX 2

Question	Answer	Marks	Guidance
	<p>which might make one an effective captain. The question asks for an assessment and so candidates should make a judgement about the debate and whether it has something to say about the performance of sports teams.</p> <p>Other appropriate responses should be credited.</p>		
(c)	<p>* Discuss how a sports psychologist might apply their knowledge of sports coaching to explain the win to the team's parents.</p> <p>Candidates should apply their knowledge and understanding of the psychology of effective coaching, such as improved interpersonal skills and link this to the situation of explaining the win to the team's parents. Application of knowledge may come from research evidence from Smith et al. The socialising as a team is thus perceived as a positive aspect of coaching as reflected in the win. To access the top band, candidates have to specifically address their knowledge to the situation and make explicit reference to the explanation to the parents.</p> <p>Other appropriate responses should be credited.</p>	<p>10 AO2 g</p>	<p>PLEASE REFER TO APPENDIX 3</p>

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)
4	9 – 10	<p>Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	6 – 8	<p>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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>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>
2	3 – 5	<p>Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1 – 2	<p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p>

Level	Marks	Generic mark scheme (Part a)
Cont.		<p>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.</p> <p>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>
	0	No creditworthy response.

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)
4	12–15	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>

Level	Marks	Generic mark scheme (part b)
3	8–11	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>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.</p> <p>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>
2	4–7	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1–3	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No creditworthy response.

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)
4	9 – 10	<p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	6 – 8	<p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>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>
2	3 – 5	<p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1 – 2	<p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No creditworthy response.

Assessment Objectives (AO) Grid (*includes quality of extended response)

Question	AO1	AO2	AO3	Total
1a	2			2
1b	3			3
2	1		4	5
3		5		5
4*	5		5	10
5*		5	5	10
6a*	5	5		10
6b*	2		13	15
6c*		10		10
7a*	5	5		10
7b*	2		13	15
7c*		10		10
8a*	5	5		10
8b*	2		13	15
8c*		10		10
9a*	5	5		10
9b*	2		13	15
9c*		10		10
Totals	25	40	40	105

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