

Psychology

Advanced GCE

Unit **G543**: Options in Applied Psychology

Mark Scheme for June 2012

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Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

The following annotations are available:

Annotation	Meaning
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Expandable horizontal wavy line
	Significant amount of material which doesn't answer the question
	Not answered question
	Tick
	Development of point
	Omission mark
	Unclear
	Good use of research/supporting evidence

Highlighting is also available to highlight any particular points on the script

Subject-specific Marking Instructions

When marking each question please refer to the generic levels mark schemes contained within the appendices at the end of this document.

Question		Answer	Marks	Guidance
1	(a)	<p>Refer to Appendix 1</p> <p>How social cognition explains criminal behaviour - refers to the way our thoughts are influenced by the people we mix with, but also how we understand social phenomena by looking at an individual's cognitions. Deviation from the norm in terms of social cognition linked to crime; a criminal perceives situations differently to non-criminals, their judgements and attributions are different as are their feelings of remorse and this will influence their judgement . The most likely research is Gudjonsson and Bownes (1992), but references should not necessarily be limited to this example.</p>	10	<p>Whereas better candidates will be clear, precise and explicit in direct response to the question, weaker candidates may provide a confused or less specific account or fail to provide a coherent response which directly addresses the question. The extent to which they address the ' social cognitive' element of theory/piece of research determines the band. Eg Sutherland – principle 5 (attitude change) could be explicitly linked. Bandura – recount of Bobo would be incorrect – use of SLT using a social cognitive element could be third band (peripheral relevance) – if social, cognitive and crime link then band 2. Top band needs to explicitly address the question. Candidates using self-fulfilling prophecy eg Jahoda can be credited if linked appropriately.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Candidate should evaluate the validity of research into cognitive explanations of criminal behaviour. Validity considers to what extent the research investigates what it claims to be investigating. A consideration of ecological validity is seemingly appropriate here, much of the research taking place in the field, such as Yochelson and Samenow, hence it displays good EV. The challenge of applying more theoretical research such as that of Kohlberg's moral dilemmas, also falls under this question's demand. This can be considered more or less valid in terms of application ,usefulness, generalisability for example. Validity takes many forms and can refer to the internal validity of the research measure being used, such as Gudjonsson's Blame Attribution Inventory (GBAI). Being a self-report measure this may suffer from associated validity issues. Validity is threatened particularly in the cognitive sphere as we may question whether we ever truly know what someone else is thinking and so whether any measure can accurately and precisely address this.</p>	15	<p>A highly superficial 'it is quite valid' or 'it isn't very valid....' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response, maybe accurate but little more than identifying validity in the research; a general or broader response which comments on validity improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues as identified above which may include specific reference to types of validity.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Refer to Appendix 1</p> <p>'Top-down' is traditionally the American approach. It proposes a hypothetical overview onto a crime scene which is referred to as a typology. The details in the scene will be considered within this framework to see if they support the hypothesis. Common patterns in murder scenes help them to be categorised as either organised or disorganised. Research may enhance the quality of response, but is not a pre-requisite for full credit which could also be achieved by an explanation of the FBI's use of Top-down typology, for example. Contextualising and thoroughly explaining the use will typify the better response, whereas a failure to do this will result in a weaker accreditation.</p>	10	<p>Better candidates will not only describe the top-down typology but address 'how' it can be used to create a profile.</p> <p>Weaker candidates may merely describe some components of top-down typology but not address the 'how'.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Candidates should assess the usefulness of qualitative and quantitative data when creating a profile. When creating a profile, data collected can be empirical ie quantitative or more descriptive ie it is possible to consider strengths and weaknesses of the approaches as well as in terms of evaluative issues. For example, the depth and richness of data is superior in the qualitative approach. Quantitative data is easier to record, easier and clearer to analyse and more objective. It may lead to a more accurate profile due to exclusion of cognitive interference such as selection, distortion and bias, for example. The bottom up is arguably particularly quantitative, looking for patterns in data. The top down approach moves towards a more qualitative approach, its methods reflecting this.</p>	15	<p>A mere attempt to address the question would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response, maybe a highly superficial assessment; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Refer to Appendix 1</p> <p>Candidates may make reference to stages of decision making research from mainstream psychology or other areas related to the crime context. Kalven and Zeisel (1966) demonstrated that in reality few jurors change their mind and Hastie et al identified stages through which jury discussion will go, to name but two examples.</p>	10	<p>Weaker responses may lack detail or context, or struggle to draw an explicit link from decision making to the courtroom. The stronger response should be typified by detail, context and/or explicit link to juries.</p> <p>Any other evidence such as majority/minority influences may be partially credited if explicitly linked to a stage of decision making. If only one stage addressed it is likely to be a third band answer.</p>
	(b)	<p>Refer to Appendix 2</p> <p>“Discuss ethical issues....” can elicit positive as well as critical commentary. The issues may be more philosophical about the moral rights and wrongs, social sensitivity or methodological considerations. The use of mock trials (Pickel, 1995) and videotaped trials (Pennington and Hastie, 1988) avoid any impact or interference on a real-life trial situation while compromising ecological validity. Arguably, observation in a courtroom would not constitute interference as public viewing galleries exist in most court cases, however this brings to the fore other issues such as informed consent. Confidentiality, privacy and withdrawal could all merit discussion, while research involving children may also be considered, classically Ross et al (1994) looking at children’s evidence when in court, behind a screen or testimony via a video link.</p>	15	<p>No more than attempting to address the question or a highly superficial, non-specific answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. For example, a discussion of whether or not the presence of the research team in the viewing gallery may affect witness behaviour (and so the jury) may show more insight than a more list-like “this situation is ethical because...., and this one isn’t” .</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Refer to Appendix 1</p> <p>The main types of community sentence may give a clue to one way of answering this question, namely community service, community projects tagging orders, imposing curfews, supervised attendance order and fine supervision order. The aim of probation is ultimately to stop re-offending. This may be achieved through community punishment orders, community rehabilitation orders, a combination of these two or drug treatment and testing orders. Better candidates will write about how probation can serve as an alternative to imprisonment whereas weaker responses may deal with probation in isolation, or report on research looking at probation without relating it directly to the question</p>	10	Whereas better candidates will be clear, precise and explicit in direct response to the question, weaker candidates may provide a confused or less specific account or fail to provide a coherent response which directly addresses the question.
	(b)	<p>Refer to Appendix 2</p> <p>Candidates should evaluate limitations of research into alternatives to imprisonment. Research may be limited in what it can tell us about alternatives to imprisonment. An example would be the difficulties of assessing the effectiveness of probation such as community punishment, community rehabilitation or drug treatment as well as restorative justice such as family/group conferencing or mediation. Similarly there is an assessment of the death sentence as an alternative to imprisonment. Additionally, consideration of methodological limitations is a legitimate approach to this question. Much research, such as that of Mair and May (1997) uses self report measures. The pros and cons of this method are well rehearsed and may be applied to this field specifically. A meta-analysis of restorative justice was used by Sherman and Strang (2007) which provides broad coverage but being conducted by researchers with a vested interest may make the findings somewhat subjective and selective.</p>	15	No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. Development/elaboration could be achieved, for example, by incorporating a discussion on how useful or not some research is, or the degree to which the vested interest of the researchers does or does not impact on the findings presented.

Question		Answer	Marks	Guidance
5	(a)	<p>Refer to Appendix 1</p> <p>The Health Belief Model (HBM) is a psychological model that attempts to explain and predict health behaviours by focusing on the attitudes and beliefs of individuals. These include perceived susceptibility, severity, barriers and benefits as well as other mediating factors. The prediction of the model, proposed originally by Rosenstock and Becker, is the likelihood of the individual concerned to undertake recommended health actions.</p>	10	The better response should seek to suggest what is expected in a theory of health belief and how the Health Belief Model meets (some of) these expectations.
	(b)	<p>Refer to Appendix 2</p> <p>Candidates will discuss to what extent is there free will in relation to health belief. On the one hand, it could be argued that we have little or no free will as all behaviours are determined. Cognitive psychology believes in internal states that we are free to affect individually. Someone with an internal locus of control believes they control their health behaviours. They choose their health behaviours, hence free will. Similarly, someone with an external locus of control will be more fatalistic and so choose to eat whatever they wish. Candidates could argue that this was deterministic, however, behaviour being determined by whether the locus of control was internal or external. A similar argument is true with regard to self efficacy, in which a person has an expectation of success in adopting health behaviours and consequently chooses (hence free will) to adopt them or not. The Health Belief Model can explain why some people choose to follow a particular health regime. They will choose (hence free will) on the basis of perceived seriousness and a cost-benefit analysis, all influenced by additional external, environmental influences, and so again it could be argued these behaviours are at least in part determined.</p>	15	This question could be well served by a discussion about the two sides of the debate, coupled with an element of judgement. The relative strengths and weaknesses of the debate need to be considered by the better candidate to address the 'to what extent...' part of the question as well as a consideration of whether the free-will claims are devoid of deterministic elements and vice versa. Weaker responses will fail to address the question directly and fully. A superficial and rather limited pursuit of the debate will improve the mark, a more accurate and less limited response would improve the mark further.

Question		Answer	Marks	Guidance
6	(a)	<p>Refer to Appendix 1</p> <p>Candidates should describe self-report as a method of measuring stress. In this context, self report usually takes the form of a questionnaire. We find this in the work of the oft quoted SRRS by Holmes and Rahe. Daily hassles and uplifts have been presented variously by De Longis, Lazarus and Kanner for example.</p>	10	Better responses will describe specific aspects of the measuring tool which induce self report about stress. Weaker candidates may not be so specific and may fail to contextualise their responses.
	(b)	<p>Refer to Appendix 2</p> <p>Candidates should compare different measures of stress, which requires similarities and/or contrasts relating to various measures of stress. Physiological measures such as biofeedback or GSR readings are clinical, objective, observable measures and in that sense highly reliable but we may wish to question their validity – is it definitely stress and stress alone which is being measured. This approach could be argued as being reductionist too. Self report measures such as Holmes and Rahe or De Longis suffer in terms of reliability being vulnerable to lies, mood and inaccuracy for example. They are also subjective, selective and arguably bias and susceptible to being ethnocentric. Psychometric projective tests are even more subjective, lack predictive quality, have questionable validity and reliability and lack rigour. These issues should be observed or exemplified in relation to others. The combined approach can counter many concerns as exemplified in Johansson's research.</p>	15	An attempt which merely identifies measures would constitute an answer in the bottom (1-3) band. A somewhat limited response which starts to consider different measures would rise to the next band of marks (4-7); a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.

Question		Answer	Marks	Guidance
7	(a)	<p>Refer to Appendix 1</p> <p>Classically dysfunctional behaviour may be defined statistically with reference to the ends of the normal distribution curve, culturally in any given time and place, ability to function adequately and with reference to ideal mental health. Szasz' definition that it is normal behaviour given the abnormal set of circumstances in which it operates is equally legitimate.</p>	10	<p>Better responses will either show breadth, namely an awareness of a range of definitions, or a more detailed account of one definition. Weaker answers will fail to do this and be superficial at best.</p> <p>DSM IV & ICD10 unlikely to be relevant unless used explicitly to suggest that a disorder can be defined by its symptoms.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Candidates are asked to consider to what extent may diagnoses of dysfunctional behaviour be considered ethnocentric. Evans-Pritchard saw ethnocentrism as believing that one group or culture has a privileged position over others. This attitude may be inadvertent rather than malicious.</p> <p>Possibly the most obvious way to address this question is to consider some of the definitions that exist about dysfunctional behaviour against each other, thus the extent part of the question can be addressed by one definition being more ethnocentric than another. A cultural definition or the 'ideal mental health' concept is totally culture-bound whereas a statistical definition may be a little more objective. However, it will still be determined by what most people in a particular place and time do. Arguably, the 'failure to function adequately' definition is the least ethnocentric as it is about the individual rather than the situation, but defining 'adequate functioning' may be culturally determined. Arguably, Szasz's notion of 'behaving normally given the abnormal situation in which we find ourselves' can apply anywhere so may well be less ethnocentric although culturally defined normal and abnormal still apply. An interesting debate could emerge from the classification of mental disorders in different countries. Comparison of DSM-IVR, ICD-10 or CCMD-3</p>	15	<p>A mere attempt to address the question or a highly superficial yes or no response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. Note that 'To what extent' implies a degree of judgement is required.</p>

Question		Answer	Marks	Guidance
		demonstrates that there are cultural differences in universally classifying mental disorder however these also show that we can account for culturally related diagnosis.		
8	(a)	<p>Refer to Appendix 1</p> <p>Candidates should outline a cognitive behavioural therapy as a treatment for one disorder. The candidate may choose to centre their response on the disorder and describe how CBT can be used to treat it, or centre on CBT as treatment and then how it is applied to a particular disorder. Such works as “Beyond Medication” by Hagen et al (2009) focus on the creation and evolution of the therapeutic relationship in CBT as the agent of change in the recovery from psychosis. A basic concept in CBT treatment of anxiety disorders is in vivo exposure, often credited to Mowrer. A specific phobia, such as fear of spiders, can often be treated with in vivo exposure and therapist modeling in one session. Obsessive compulsive disorder is typically treated with exposure and response prevention. Social phobia, also known as social anxiety, has often been treated with exposure coupled with cognitive restructuring. Evidence suggests that cognitive interventions improve the result of social phobia treatment. Better responses will address this whereas weaker responses will be generalised and non-specific.</p>	10	<p>CBT – such as Stress Inoculation (Meichenbaum), Cognitive - Ellis, Beck – used as treatment.</p> <p>The behavioural component can be used if linked to treatment and a comment on cognition is made, it may gain up to 5 marks as this is peripherally relevant.</p>

Question	Answer	Marks	Guidance
(b)	<p>Refer to Appendix 2</p> <p>The question calls for a consideration of how effective are treatments for any one given disorder. This could be addressed by considering strengths and weaknesses of the disorder (this may be named or generic), or by comparing the biological, behavioural and cognitive paradigms. This question could also be addressed by suggesting that it is hard to assess the effectiveness of different treatments because much research takes place in the field. Hence, it has high ecological validity but fails to control a number of extraneous variables, so we can never really know what produces the recovery in question. Other well practiced considerations may also follow such as what is the goal of treatment or what constitutes 'effective', for example.</p>	15	<p>A weak attempt to address the question or a highly superficial "this is effective and so is that...." type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response or "this is better than that...."; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. Development/elaboration could be achieved, for example, by incorporating a judgement as to the effectiveness of research into the treatment or by comparison of specific features or issues with other methods.</p>

Question	Answer	Marks	Guidance
9 (a)	<p>Refer to Appendix 1</p> <p>The most likely responses are trait theories as postulated by Hans Eysenck or Raymond Cattell. Eysenck considered dimensions of introversion-extraversion, stability-neuroticism and later psychoticism. Cattell consolidated traits into a profile based on 16 personality factors. This was later further consolidated into 'the big 5 personality traits'. Psychodynamic theory naturally lends itself to commentary about personality, although in sports psychology this is predominantly a comment on instinct, catharsis and aggression. It is possible however that candidates may make wider references but the personality – sport link would have to be explicit. Social Learning Theory.....watching TV then doing; Humanistic.....self actualisation.....</p>	10	<p>Weaker candidates who omit the sporting context but use a theory are likely to gain 5 marks maximum, whereas a better candidate who develops the theory in context may achieve band 2 and upwards.</p>
(b)	<p>Refer to Appendix 2</p> <p>Validity considers to what extent the research measures what it claims to be measuring, in this case personality as it affects athletic performance. A consideration of types of validity is a direct means of accessing this question. Face validity, construct validity, concurrent or predictive validity are all worthy of deliberation. Ecological validity is seemingly appropriate here, much of the research taking place in contrived laboratory settings whereas research in the field is also referred to. Some research may be challenged in that it is not sports specific unlike the work of others such as Kroll and Crenshaw which is. Validity takes many forms and can refer to the internal validity of the research being used, such as applies to the Eysenck's EPI measure. A consideration of what exactly is (sports) personality and of what it is constituted (eg extroversion, neuroticism) may be addressed.</p>	15	<p>A highly superficial 'it is quite valid' or 'it isn't very valid....' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response, maybe accurate but little more than identifying validity in the research; a general or broader response which comments on validity improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues as identified above which may include specific reference to types of validity.</p>

Question		Answer	Marks	Guidance
10	(a)	<p>Refer to Appendix 1</p> <p>By using mental images of success, self confidence may be increased. Images to help with relaxation can control arousal and reduce anxiety. Imagery can help an athlete work through possible techniques to explore different approaches. Imagery can also provide practice by repeatedly running through routines. Imagery is also useful during periods of injury.</p>	10	<p>Weaker candidates may try to use unsubstantiated ideas such as 'visualisation'. This is acceptable, but the stronger candidate will set the concept in the context of a more complete response. Reference to research and application examples will enhance a good candidate's response.</p>
	(b)	<p>Refer to Appendix 2</p> <p>The injunction 'discuss' requires more than mere presentation of issues and points to be addressed, the demand is that they should be considered with regard to the application of research. Issues such as generalisation, ecological validity and sampling bias are appropriate, as is an evaluation of limitations of the methodology applied to the sports setting. Sample and application to the sports setting are issues with Bandura's work. Vealey's research benefits from being sports specific but does it apply equally and in the same way to all athletes? Research into imagery suggests visualisation, for example, enhances self-confidence but is this a valid 'leap of faith'?</p>	15	<p>No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues. For example, identifying that initially the researched was aimed at a different context such as Bandura's self-efficacy concept is creditworthy, but adding a 'however.....' and defending the change of context may constitute a stronger response.</p>

Question		Answer	Marks	Guidance
11	(a)	<p>Refer to Appendix 1</p> <p>Trait theories attempt to look at whether leaders share certain qualities and characteristics regardless of the situation. Since Thomas Carlyle in 19th century both cautious and bold statements have been made regarding the Great Man theory including psychologists such as Stogdill (1948). Type theories are infamously demonstrated by Lewin, Lippitt and White's (1939) research of leadership styles at a boys' model making club.</p>	10	<p>Better candidates should make explicit link from theory to the sporting context. Leadership can refer to emergent leadership of any athlete on the track or field of play, a formal leader such as the captain, the coach, the manager or the sport's governing body, for example. Better candidates will produce answers which are detailed, thorough and fluent showing good exemplification, for example.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Early research in this area sought a 'one size fits all' approach to finding the qualities that marked out the best leader. Such an approach can be seen in a very comprehensive coverage by Stogdill (1948) for example. This is also limited in that it deals with leadership per se and not specifically sports leadership. Even sports leadership itself is varied, be it the leadership of a team player, coach or governing body. Attempts to consider leadership qualities contingent upon situation were considered by Fiedler (1965) and the sports specific contingency model put forward by Chelladurai. Some research is lab-based suggesting better control of extraneous variables but suffers from a threat to its ecological validity, the converse being true of other research in this area, such as Smith et al (1977). These limitations are all open to discussion so it may be that the suggested criticisms above would not be substantiated. Ethical concerns arise from the impact and implications of research in this area as well as from the conduct of the research itself and so may limit the scope of research. Other more standard limitations also apply, such as those to do with the environment, methodology or participants.</p>	15	<p>No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated discussion containing more precise evaluative points and/or issues.</p>

Question		Answer	Marks	Guidance
12	(a)	<p>Refer to Appendix 1</p> <p>Candidates are required to say what psychology has discovered about eating disorders among athletes. Many studies have suggested a high frequency of eating problems in athletes, particularly those where body weight is relevant to their sporting performance. Often athletic performance requires careful regulation of diet, hence an increased awareness of diet and perception of body image. Evidence to demonstrate findings may come from Hausenblas & Carron (1999) who suggested that athletes are at greater risk than the general population. Other studies may be referenced eg Sundgot-Borgen & Klungland Torsveit (2004).</p>	10	<p>Weaker candidates may merely describe a study or comment on eating disorders without the context of sport. Better candidates will comment specifically on eating disorders among athletes.</p>
	(b)	<p>Refer to Appendix 2</p> <p>The question asks the candidate to consider usefulness. This can refer to how well the research can be applied, how the research is useful to the individual or the use of the research on a societal level. The validity or reliability may also be considered within the remit of this question. In summary, usefulness may consider benefit, appropriateness, effectiveness, application and shortcomings, including methodological limitations. Usefulness can range from value to society to application to a particular setting. This can take the form of broad general comments on principles and assumptions ie whether it convinces or not, what are the ethical implications, considering its specific application in a practical and concrete setting.</p>	15	<p>A bland 'it is useful' or 'it is not really useful' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a general or broader response which comments on the debate improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues such as ecological validity or concurrent validity.</p>

Question		Answer	Marks	Guidance
13	(a)	<p>Refer to Appendix 1</p> <p>The classic response is to refer to Piaget's four stages of cognitive development and the theory of which they form the main part. Therefore such features as accommodation and assimilation could be included in a description of the theory rather than a mere regurgitation of the four stages defined. Bruner's modes of representation may be another offering, consisting of the enactive, iconic and symbolic stages. Other models exist, such as Sternberg (1982), but these are less well known and less commonly referred to. The better response will be typified by a greater demonstration of understanding and detail, and better application to the context of the question, whereas the weaker candidate will provide a more generalised account and churn out a limited response.</p>	10	Candidates who list the stages without linking to the knowledge acquired in each stage may achieve a maximum of 5 marks.
	(b)	<p>Refer to Appendix 2</p> <p>The term 'application' can be addressed in different ways – how applicable comparing theory to practice is for one, how the research can inform teaching methods/lessons, how the research can benefit learners. The usefulness of application of the research could be challenged in terms of reliability, (ecological) validity, ethnocentrism, limitations of the research and so on.</p>	15	A bland 'it is a very useful application.....' or an 'it does not apply well.....' type response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a general or broader response which comments on the debate improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues which impact on the usefulness of the research.

Question	Answer	Marks	Guidance
14 (a)	<p>Refer to Appendix 1</p> <p>Successful play activities can be related to helping to meet children's needs as well as raising their self-esteem. Through play they develop and master a whole range of skills which result in a more positive experience in the school environment and so have a beneficial impact on educational engagement. They can pick up motor skills through manipulating objects or social skills such as turn-taking or conversation. The pioneering work of Jean Piaget has play at its core, where children's interaction with their environment precipitates cognitive development. Hutt et al (1989) contests that children involved in exploring play environments show improved long term development thus enhancing educational engagement while the High/Scope research by Schweihart (2000) indicates advantages to both schooling and social behaviour. Similar findings were confirmed in research in the UK by Judd in 1998.</p>	10	<p>Weaker responses may merely support the idea that play encourages engagement rather than addresses the 'how', as in the indicative content above. The level of detail and application of research to answer the question specifically will determine the stronger candidate response.</p>
(b)	<p>Refer to Appendix 2</p> <p>The specification suggests play, emotional intelligence (EI) and ability grouping as different ways of encouraging educational engagement. Each has their supporters and each their critics. 'Discuss' suggests that where there is contention or controversy it needs to be explored. Debate over how each contributes to educational engagement, how it should be measured, its political correctness and so on are all features where candidates can demonstrate an awareness of two sides of a debate and comment accordingly. Candidates may wish to consider the strengths of strategies into encouraging educational engagement may include issues of ethnocentrism, qualitative v quantitative data, ethical considerations, various types of validity or a comparison between approaches, amongst others.</p>	15	<p>No more than attempting to address the question or a highly superficial answer would constitute a response in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; to a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.</p>

Question		Answer	Marks	Guidance
15	(a)	<p>Refer to Appendix 1</p> <p>There have been a number of typologies and taxonomies of questions used by teachers. Socratic questioning forms the basis of eliciting, while Bloom's taxonomy identifies six types of questions by which thinking skills may be developed and tested. In the context of language teaching and learning, Bloom himself maintained that "The major purpose in constructing a taxonomy of educational objectives is to facilitate communication...". There is a wealth of suggestions for categorising the types of questions teachers ask of their students. Wilson (2007) suggests factual, convergent, divergent, evaluative and combination. He developed these from the work of HL Erikson who identified factual, conceptual and provocative. The specification refers to the ORACLE, which followed on from the Flanders technique. As Einstein once wrote "The important thing is not to stop questioning".</p>	10	<p>Weaker responses may lack detail or context, or struggle to draw on relevant research evidence or theoretical background. The stronger response should be typified by detail, context and/or explicit evidence in support of their answers.</p>
	(b)	<p>Refer to Appendix 2</p> <p>Research in this area could cause offence to a profession, defensiveness from individuals and unproductive responses if not conducted sensitively and as such is fraught with many additional difficulties beyond those which may be normally encountered when conducting a piece of research. School records are often based on self-report and as such may suffer bias, demand characteristics, subjectivity and so on. Retrospective data may be flawed in many ways from inaccuracy to distorted interpretation. Samples will rarely be broad enough to be representative of all teacher-pupil relationships in all types of schools across the demographic variations and so on. Any method may counter the problems of other methods but all too easily raises issues of its own. As well as the way data is gathered, there are the ethical concerns</p>	15	<p>No more than attempting to address the question or a highly superficial response would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues.</p>

Question	Answer	Marks	Guidance
	arising from the impact and implications of research in this area as well as from the conduct of the research itself. Ensuring there is no impact on the educational development of the pupils in the study is not a simple matter.		

Question		Answer	Marks	Guidance
16	(a)	<p>Refer to Appendix 1</p> <p>Mostly research in this area seeks explanations of girls achieving higher than boys. Some findings such as DfES report (2007) may suggest girls of school age are more intelligent than their male counterparts. However, objective measures such as IQ tests suggest this is not the case. Other research (Strand et al, 2006) suggests males show greater variance than females, boys being overrepresented in the highest and lowest range of scores. Unpublished research by Saunders (1998) indicates that in 14 year olds upper, second and lower quartile male and female achievement is similar, but the difference comes in the third quartile where girls will still show endeavour, will to succeed and care about presentation whereas third quartile boys will already be disaffected and disengaging.</p>	10	<p>Better answers are likely to be borne out of background literature or specific references. They will be detailed, explicit and direct in elaborating a response to the question. Weaker candidates may provide less specific accounts, fail to report sufficient detail or demonstrate insufficient understanding.</p>
	(b)	<p>Refer to Appendix 2</p> <p>This question requires candidates to look at the identification of differences in educational achievement which relate to gender as in Arnold et al (1996) or neurological measures such as employed by Bee (1992). The introduction of new GCSEs in 1988, replacing O levels and CSEs, brought with it a phenomenon of girls significantly outperforming boys at this stage of their education. Gender differences suggest a socio-cultural explanation and so implies nurture is at the core of differences in educational attainment. Most evidence is indirect (Lloyd,1993; Maccoby and Jacklin, 1974) or by inference (Strand, 2006). The other side of the debate may look to differences in brain structure to explain the variation. Solms and Turnbull, however, argue that the similarities are more marked than the differences.</p>	15	<p>An attempt to address the question or a highly superficial “it’s a bit of both...”type of discussion would constitute an answer in the bottom (1-3) band. This improves to a more accurate if somewhat limited response, maybe simply stating the two side-by-side without drawing any link or continuity; a more detailed or broader response; and at the top level a more developed and/or elaborated response containing more precision of explanation with better developed evaluative points and/or issues</p>

APPENDIX 1

GENERIC MARKSCHEME FOR PART (A) QUESTIONS

Marks	Generic Mark scheme (part a)
0 Marks	No or irrelevant answer.
1-2 Marks	Psychological terminology is sparse or absent. Description of evidence is limited, mainly inaccurate and lacks detail. There is no interpretation or explanation of the evidence in the context of the question. The answer is unstructured and lacks organisation. Answer lacks grammatical structure and contains many spelling errors.
3-5 Marks	Psychological terminology is basic but adequate. Description of evidence is generally accurate and coherent, has peripheral relevance but lacks detail. Elaboration/use of example/ quality of description is reasonable but interpretation of the evidence in the context of the question is poor. The answer has some structure and organisation. The answer is mostly grammatically correct with some spelling errors
6-8 Marks	Psychological terminology is competent and mainly accurate. Description of evidence is mainly accurate and relevant, coherent and reasonably detailed. Elaboration/use of example/quality of description is good. There is some evidence of interpretation and explanation in the context of the question. The answer has good structure and organisation. The answer is mostly grammatically correct with few spelling errors
9-10 Marks	Correct and comprehensive use of psychological terminology. Description of evidence is accurate, relevant, coherent and detailed. Elaboration/use of example/quality of description is very good and the ability to interpret/explain the evidence selected in the context of the question is very good. The answer is competently structured and organised. Answer is mostly grammatically correct with occasional spelling errors.

APPENDIX 2

GENERIC MARKSCHEME FOR PART (B) QUESTIONS

Marks	Generic Mark Scheme (part b)
0 Marks	No or irrelevant answer.
1-3 Marks	Few evaluative points. Range of points is sparse. 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. Limited or no valid conclusions that effectively summarise issues and arguments.
4-7 Marks	Argument and organisation is limited, and some points are related to the context of the question. Limited evaluative points. Valid conclusions that effectively summarise issues and arguments is evident and demonstrates some understanding.
8-11 Marks	Some evaluative points 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. Good use of examples. Valid conclusions that effectively summarise issues and arguments is competent and understanding is good.
12-15 Marks	Many evaluative points 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. Valid conclusions that effectively summarise issues and arguments is highly skilled and shows thorough understanding.

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