

GCE

Psychology

Unit **G543**: Options in Applied Psychology

Advanced GCE

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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Abbreviations, annotations and conventions used in the detailed Mark Scheme

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Extendable horizontal wavy line
	Significant amount of material which doesn't answer the question
	Not answered question
	Good use of resources
	Tick
	Development of point
	Omission mark

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

Question		Answer	Marks	Guidance
1	(a)	<p>How can an upbringing in poverty and disadvantaged neighbourhoods explain criminal behaviour?</p> <p>Refer to Appendix 1</p> <p>Most studies show a complex relationship between the environment and offending, suggesting that rather than there being a causal link between poverty/disadvantaged neighbourhoods and criminal behaviour, it may be that there is a greater exposure to risk factors within that environment.</p> <p>Better answers will give a more sophisticated account of the relationship. A weaker response will be more simplistic, for example, "poverty causes criminal behaviour..." There are many relevant studies which candidates could use to answer this question. For example, Wikstrom, Farrington et al) as supporting evidence.</p>	10	<p>Top band candidates will clearly explain the relationship between poverty/disadvantaged neighbourhoods and criminal behaviour, showing extension in detail and/or understanding. The answer will be supported by psychological knowledge.</p> <p>Second band will be accurate and specific to title but may demonstrate only limited detail or extension.</p> <p>Third band will be superficial, using accurate or appropriate material but not to effectively address the question.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the methodology used to investigate upbringing as an explanation of crime.</p> <p>Refer to Appendix 2</p> <p>Candidates can use a wide range of issues to answer the question, as long as they relate to the methods employed by researchers in this topic; Suitable issues may include. validity, reliability, ethics, generalisation from the sample, qualitative/quantitative data etc. Issues can be strengths or weaknesses.</p> <p>Type of methods used for data gathering.</p> <p>Many studies in this section are longitudinal which is clearly a suitable topic for evaluation.</p>	15	<p>Top band candidates will provide a well developed and/or elaborated response containing precise evaluative points and/or issues.</p> <p>Development/elaboration could be achieved, for example, by incorporating a discussion on how valid or not research is, or a comparison of different studies in relation to a specific issue e.g. ethics.</p> <p>Band 2 will cover a range of relevant issues supported by evidence, but will lack balance or development.</p> <p>Band 3 will identify some issues which affect the research but is quite limited.</p> <p>No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Describe the use of the cognitive interview technique when interviewing witnesses.</p> <p>Refer to Appendix 1 The Cognitive interview technique was put forward by researchers such as Geiselman and Fisher. It was developed as a response to the standard police interviews which often feature interruptions, leading or repetitive questioning and a quite aggressive style which results in poor witness recall. The cognitive interview technique encourages the witness to mentally re-visit the context, being asked about the place, lighting, the weather and other contextual cues as well as the directly relevant facts. Witnesses are encouraged to say everything whether they think it is relevant or not and are never interrupted. They are asked to recall from other witness perspectives. Reverse order recall is often used.</p>	10	<p>Top band candidates will clearly explain the cognitive interview technique, showing extension in detail and/or understanding. E.g. giving descriptions of the different stages or suggesting the wording used by interviewers. Weaker responses may just list the stages of the interview with little or no explanation.</p>
	(b)	<p>Discuss the ecological validity of research into interviewing witnesses.</p> <p>Refer to Appendix 2 Ecological Validity is the degree to which behaviours observed and recorded in a study reflect the behaviours that actually occur in natural settings. Essentially this is the extent to which findings can be generalized to the "real world". Stronger candidates will identify specific features from research which contribute to ecological validity or lessen it. Examples of suitable topics include demand characteristics, or differences between witnessing real-crimes or mock scenarios.</p>	15	<p>Top band candidates will provide a well developed and/or elaborated response containing precise evaluative points and/or issues relating to the ecological validity of research. Development/elaboration could be achieved, for example, by incorporating a discussion as to the impact of a study's ecological validity on the usefulness or generalisation of the research, or a comparison of different studies in relation to ecological validity. Band 2 will cover a range of relevant issues supported by evidence, but will lack balance or development. Band 3 will identify some issues which address the ecological validity of research but is quite limited. No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band. For example 'field research = good; lab studies = bad.'</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Describe a cognitive skills programme used with offenders.</p> <p>Refer to Appendix 1</p> <p>Candidates are required to describe a cognitive skills programme used with offenders. Suitable programmes include Enhanced thinking skills (ETS), Reasoning and rehabilitation (R&R), Think First or the relatively new Thinking skills programme (TSP). Where more than one programme is described marks should only be given for the best effort.</p>	10	<p>Better answers will describe the skills programme and explain or give examples of the course components to show understanding. This can be supported by evidence from research however this is not required to gain full marks. Merely describing research into a cognitive skills programme with no detail of the actual programme could not achieve top band as it has not engaged with the question.</p>
	(b)	<p>Assess the usefulness of offender treatment programmes.</p> <p>Refer to Appendix 2</p> <p>Candidates must consider the usefulness of offender treatment programmes. Creditworthy responses could look at how successful the programmes are in terms of their outcomes from research (e.g. reconviction rates, qualitative data, quantitative data etc); strengths or problems associated with the treatment programmes e.g. are they suitable for all offenders? Are there negative outcomes for some offenders? Candidates could consider the usefulness of treatment programmes to the individual or on a societal level.</p>	15	<p>Top band candidates will provide a well 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 usefulness of the treatment programme or by comparison of specific features or issues with other programmes.</p> <p>Band 2 will cover a range of relevant issues supported by evidence, but will lack balance or development.</p> <p>Band 3 will identify some issues which address the usefulness of offender treatment programmes but is quite limited.</p> <p>A weak attempt to address the question or a highly superficial "this is useful and so is that....." type response would constitute an answer in the bottom (1-3) band.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Outline research into “Looking Deathworthy”.</p> <p>Refer to Appendix 1</p> <p>The expected research into ‘Looking Deathworthy’ is Eberhardt et al (2006). However any other research on the effects of appearance on receiving the death penalty are also relevant e.g. Antonio (2006). Eberhardt found that in cases involving a white victim, the more stereotypically black a defendant is perceived to be, the more likely that person is to be sentenced to death.</p>	10	<p>Top band candidates will clearly explain research into ‘Looking Deathworthy’, showing extension in detail and/or understanding.</p> <p>Second band will be accurate and specific to title but may demonstrate only limited detail or extension; third band will be superficial, using accurate or appropriate material but not to effectively address the question.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess the validity of research into alternatives to imprisonment.</p> <p>Refer to Appendix 2</p> <p>Candidates should evaluate the validity of research into alternatives to imprisonment. Validity considers to what extent the research investigates what it claims to be investigating.</p> <p>Validity takes many forms and can refer to the internal validity of the research measures being used, such as self-reports, rating scales etc.</p> <p>Considerations of external validity are appropriate here. Ecological validity is a suitable issue; much of the research is based in real world settings e.g. Mair and May which has good ecological validity.</p> <p>Population validity is also an appropriate issue for debate as it refers to the extent to which the findings can be generalised to the wider population.</p>	15	<p>At the top band candidates will provide a well developed and/or elaborated response containing precise evaluative points and/or issues which impact on the validity of the research. A balanced argument would contain both positive and negative points which show a deeper understanding of validity. Evidence to support points or issues will be apposite. Top band answers should refer to more than one type of validity.</p> <p>Band 2 will cover a range of relevant issues supported by evidence but will lack balance or development.</p> <p>Band 3 will have some issues which address the validity of research but is quite limited.</p> <p>Bottom band is very basic – ‘it is valid because.....’ or an ‘it isn’t very valid...’ type response with little development or supporting evidence.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>How can media campaigns be used to promote healthy behaviour?</p> <p>Refer to Appendix 1</p> <p>There are various methods of promoting good health and healthy lifestyles, one of which is through media campaigns. These can aim to educate, be preventative and affect attitudes and behaviours. In this section of the specification, all points are not necessarily mutually exclusive, and this question is one such case in point seeing fear arousal as part of a media campaign; or self-efficacy. Using advertising in the media, campaigning has included a whole range of topics such as chip pan fires, use of condoms and recently swine flu. The first of these is listed in the specification, referring to a study by Cowpe in 1989.</p>	10	<p>Detail, quality of description and interpretation of evidence will typify the better response. A direct response to the question, using psychological knowledge to address the question, will be indicative of the best candidates. An implied response or compromising detail may indicate a second band response, whereas a more superficial reporting of a study would be credited in the third band. Failing to achieve this but with some creditworthy material will achieve a bottom band mark.</p>
5	(b)	<p>Evaluate strengths and weaknesses of research into methods of health promotion.</p> <p>Refer to Appendix 2</p> <p>Most research in this area aims to be set in, or collect data from, real life settings. As well as considering ecological validity, the discussion could therefore extend to related factors such as lack of control or the ability to generalise. The specification cites studies which provide evidence for the effectiveness of methods of health promotion. Whereas they are ecologically valid for the situation and geography in which they occur, do these factors confound the research and affect the generalisability beyond the situation of the research itself, hence questioning the evidence.</p>	15	<p>At the top level a more developed and/or elaborated response, extending points and/or issues.</p> <p>Second band will be indicated by a more detailed or broader response than the superficial and somewhat limited third band response.</p> <p>No more than attempting to address the question or a flawed response would constitute an answer in the bottom band.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>Outline how work can be a cause of stress.</p> <p>Refer to Appendix 1</p> <p>Reference to Johansson or Marmot is a likely means of responding to the question. Johansson found those whose jobs involved responsibility such as meeting targets; isolation with a lack of interaction; repetition of work; machine dictating pace; geographically fixed; responsible for pay of colleagues with others experienced more stress than those with different levels of responsibility. Marmot's Whitehall studies suggested it was linked to control in the workplace. Broader interpretation is equally acceptable.</p>	10	<p>The best candidates will show enough knowledge of detail or level of understanding to relate the research to specifically addressing the question. A good answer will imply such a link, maybe through selection of detail reported. Third band will be a knowledge of the relevant research reported but not linked and flawed but with some creditworthy material will constitute a bottom band mark.</p>
6	(b)	<p>Evaluate the use of quantitative data when researching the causes of stress.</p> <p>Refer to Appendix 2</p> <p>Johansson combined a range of self reports (about demographics, job content and mental strain) with more clinical measures from urine samples, such as adrenalin levels. Marmot also used self-rated health measures such as sickness absence and number of recurring health problems. Life changes and hassles and uplift scales provide a source of quantitative data. GSR and heart rate are other examples of use of quantitative data in the area. Various evaluation issues may arise, such as issues of reliability and/or validity.</p>	15	<p>The top band candidates will not only identify evaluation of quantitative data in the context of stress research, but will provide commentary on its use in this area.</p> <p>Second band candidates' responses (second band) will compromise the 'use of' guidance or the developed evaluation.</p> <p>Third band responses will be typified by undeveloped comment.</p> <p>Bottom band responses will be flawed but with some creditworthy material.</p>

Question		Answer	Marks	Guidance
7	(a)	<p>Outline the characteristics of an affective disorder.</p> <p>Refer to Appendix 1</p> <p>An affective disorder is one in which a major disturbance of emotions is predominant. It is often characterised by dramatic changes in or extremes of mood and may include manic or depressive episodes or both. Characteristics described may be clinical or may take the form of more generalised descriptions of the characteristics identified and involved. If they choose an incorrect disorder answers should not be credited if describing anxiety disorders (e.g. stress, PTSD, OCD) and psychotic (e.g. Schizophrenia) unless they move on to correctly describe characteristics of an affective disorder. Bipolar and SAD are acceptable. Candidates may refer to DSM IV-T-R and DSM V and ICD 10.</p>	10	Top band candidates will name an affective disorder and describe its characteristics, showing extension in detail and/or understanding. Second band will be accurate and specific to title but may demonstrate only limited detail or extension; third band will be superficial, using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.
7	(b)	<p>Assess the reliability of identifying a disorder from a list of characteristics.</p> <p>Refer to Appendix 2</p> <p>The 'assess' command calls for an informed judgement. For example, the failure of clinicians to reliably agree on diagnoses based on presenting characteristics. Other issues such as symptom overlap and co-morbidity can affect reliability, but they should be clearly explained in terms of their reliability. Evaluation relating to the reliability of the diagnostic manuals may be relevant.</p>	15	No more than attempting to address the question or a highly superficial pre-learned non-specific answers would constitute a response in the bottom (1-3) band as would a clear discussion of validity. This improves to a more accurate if somewhat limited response where the discussion is based on validity but some acknowledgment of reliability. Band 2 would show a more detailed or broader response regarding reliability. Top band should show a more developed and/or elaborated response containing specific evaluative points and/or issues. For example, an assessment of the lack of consistent characteristics in any particular disorder, or characteristics common to a range of disorders making identification precarious and hence unreliable from one clinician to another.

Question	Answer	Marks	Guidance
8	<p>(a) Describe how dysfunctional behaviour could be treated biologically.</p> <p>Refer to Appendix 1</p> <p>The three ways students tend to address this question is with chemotherapy (drug treatment), ECT and psychosurgery. As the question asks for how, then biochemically by addressing the action of neurotransmitters would be an acceptable approach. A description of the method would address the 'how' request, as would a description of how that method works. Thus, an account of the process of ECT is legitimate, as is an account of the effect of a particular drug. A trade-off between breadth and depth needs to be made, so a broader response addressing all three ways of addressing the question is as creditworthy as one in more detail.</p>	10	<p>The best candidates will have a reasonable level of detail given the way they have answered the question and will directly respond to the 'how' component. A good answer may not be as explicit in addressing the 'how' component or may compromise detail. A third band response will be more superficial and a bottom band answer will not be accurate but will still have some creditworthy material.</p>
8	<p>(b) Discuss ethical issues in the treatment of dysfunctional behaviour.</p> <p>Refer to Appendix 2</p> <p>The right of the individual to choose can be discussed alongside whether someone is mentally in a fit state to make a rational decision such that they would make if they were mentally healthy. The right of others, such as hospitals or family to decide what is best can be discussed against individual autonomy. Does the end justify the means in therapies, such as, psychosurgery. The ethics of administering treatments and different trial stages against the ethics of withholding possible cure is another area for discussion. The side effects raise ethical questions, whether it be the addictive nature or secondary effects of drugs or the memory problems associated with ECT.</p>	15	<p>The best candidates will not only present and display knowledge of ethical issues, but consider and discuss the issue itself. Good candidates may fall a little short in the discussion, but will present a good range of points. Third band candidates' responses will be typified by more superficial coverage and bottom band candidates will lack the accuracy but present some creditworthy material.</p>

Question	Answer	Marks	Guidance
		Each paradigm raises its own ethical issues, such as the language of the medical model implying that mental and physical illness work the same way.	

Question		Answer	Marks	Guidance
9	(a)	<p>What techniques can be used to motivate an athlete?</p> <p>Refer to Appendix 1</p> <p>Operant conditioning traditionally informs techniques of motivation, notably intrinsic and extrinsic motivation. Extrinsic motivation such as cups and medals has immediate value, but development of intrinsic motivation appears to be essential to maintain a positive attitude. The relation of one to the other may further be considered. Their link to cognitive evaluation and self-determination may also be relevant for consideration. Points should be related to the sporting context.</p>	10	<p>Top band candidates will provide an explicitly accurate response outlining techniques of motivation and show extension in detail and/or understanding. Second band will be accurate and specific to the title but maybe a direct response to the question or the use of research to address the question is clear but implicit; third band will be superficial maybe presenting some research but not using it to address the question, or suggest some action where the only psychological basis is just implied; the bottom band is for responses that may be flawed but have some creditworthy material included.</p>
9	(b)	<p>To what extent can research into motivation be applied to the sporting context?</p> <p>Refer to Appendix 2</p> <p>Much research into motivation in sport comes from applying mainstream research to the sporting arena. On the one hand this should translate, but this is criticised in itself for being narrowly interpreted to biological factors. The cognitive aspects in particular may be those related to sport. However, sports psychology has in the past readily turned to McLelland-Atkinson, for example, with their concepts of nAch and nAf lending readily to sport. Sports specific models such as Gill and Deeter may or may not be more suited to the sporting context. Similarly, notions of intrinsic and extrinsic motivation can be applied from traditional psychology or from more recent research which relates specifically to sport.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. For example, the candidate will demonstrate how the principles of achievement motivation from mainstream psychology may be applied to the sporting context. They will then develop a consideration of how likely or how much (to what extent) this may work when motivating athletes. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial; or using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

Question		Answer	Marks	Guidance
10	(a)	<p>Describe self-efficacy in a sporting context.</p> <p>Refer to Appendix 1</p> <p>The concept of self-efficacy was introduced by Albert Bandura (1977) and deals with self-confidence in a particular context. His original research looked at those who were struggling to function in life but has been readily applied to other contexts, such as occupational psychology and sports psychology, such as, the work of Feltz (1988). In sports psychology four major components are considered: arousal, verbal persuasion, past experience and vicarious reinforcement. These may be applied to the sporting context and in sports research.</p>	10	Detail, quality of description and interpretation of evidence in relation the sporting context will typify the better response. A direct response to the context of the question, using psychological knowledge to address the question, will be indicative of a top candidate. Some compromising in detail may indicate a second band response, whereas a more superficial response, maybe a straight reporting of a study with poorer reference to the specific question would be credited in the third band. Failing to achieve this but with some creditworthy material will achieve a bottom band mark.
10	(b)	<p>Evaluate the application of research to self confidence in sport.</p> <p>Refer to Appendix 2</p> <p>The term evaluate can be applied in different ways – how applicable comparing theory to practice is for one, how applicable to sports psychology a piece of mainstream research is, how likely is it that research will have an impact in sports performers, how useful to the sport as a whole, how applicable on various levels is the research and so on. How applicable is the research could be challenged in terms of reliability, (ecological) validity, ethnocentrism, methodology, limitations of the research and so on. So a discussion on how well Bandura’s research into self-efficacy applies to the sports setting, how valid is Vealey’s model of sports confidence or whether research into imagery can inform top athletes and be seen at major sporting events are all legitimate approaches to addressing the question.</p>	15	The best responses will address the application of research to self confidence in sport and elaborate with some degree of judgement in assessing how applicable that research is. Second band answers will be characterised by a compromise on the ‘Evaluate’ command or more limited elaboration but still provide a good response. Third band responses will be somewhat more limited or superficial and bottom band responses may be flawed but contain some creditworthy material.

Question		Answer	Marks	Guidance
11	(a)	<p>What do contingency theories tell us about leadership in sport?</p> <p>Refer to Appendix 1</p> <p>Fiedler's contingency model proposed that leadership was not a matter of trait and type only or of either disposition or situation, but that leadership was contingent upon a number factors and the dynamic between them. He also attempted to apply measures to the concepts involved in leadership. Thus, we could measure how a leader gets on with their least preferred co-worker for example (LPC score). This theory is from mainstream psychology so would have to be applied explicitly to the sporting arena to gain credit in a higher mark band. An unpublished but oft reported work by Packianathan Chelladurai proposes a multi-dimensional model in which three sets of characteristics (situational, leader and group members) interact with different possible types of leader behaviour (required, actual and preferred) to provide consequent performance and member satisfaction. This again suggests that leadership is contingent upon identified features and the dynamic between them.</p>	10	Stronger candidates will provide accounts with greater detail which appreciate the complexity required to provide a more accurate account of leadership in sport. Good candidates will compromise detail or explicit reference to sports, weaker candidates will struggle with the detail, oversimplify the model or fail to contextualise their response. The weakest responses to receive a mark will be responses that are flawed but still contain some creditworthy material.

Question		Answer	Marks	Guidance
11	(b)	<p>Discuss the nature-nurture debate in relation to leadership and coaching in sport.</p> <p>Refer to Appendix 2</p> <p>Are some people born leaders while others simply lack those qualities, or is leadership something that we can acquire? Evidence from research such as that of Stogdill may point to certain innate traits being necessary for effective leadership. However, evidence also suggests coaches improve with training; hence the nurture side of the debate is strengthened. The argument can be made that leadership can develop, hence nurture, due to the environment in which the protagonists play a part, such as Rice at al's research at West Point Academy or the infamous research into leadership style by Lewin, Lippitt and White. Contingency models such as Fiedler or Chelladurai account for both nature and nurture contributing to the explanation of leadership/coaching.</p>	15	<p>The relative strengths and weaknesses of the explanations may be considered by the best candidate, or possibly a consideration of the part played by nature and nurture in explaining leadership. An accurate and reasonably detailed, or cogent discussion with less detail will typify a good response. A generally accurate if rather limited pursuit of the debate will indicate a mark in the third band. Weaker responses will fail to clearly identify explanations to be discussed, fail to relate to sport or fail to 'discuss....', but contain some creditworthy material.</p>

Question		Answer	Marks	Guidance
12	(a)	<p>Outline drug abuse as an issue in exercise and sport.</p> <p>Refer to Appendix 1</p> <p>Drugs are used in sport to enhance performance, reduce fatigue and increase energy levels, develop muscle strength but can cause harm, both practical and psychological, when abused. There are various articles which relate to this topic. An article by Calfee and Fadale (2006) summarizes current literature regarding these ergogenic substances and details their use, effects, risks, and legal standing, with particular concern for the young athlete. Justin Green provides an excellent literary review of anabolic steroid use by young athletes (2006). Maganaris et al (2000) takes an interesting look at expectancy effect (with the use of placebos) provided by performance enhancing substances.</p>	10	<p>The level of detail and application of research to answer the question will determine how creditworthy is the response. Stronger candidates will provide accounts with greater detail to provide a more accurate account of drug use and abuse in sport. Good candidates will compromise detail or explicit reference to sports, weaker candidates will struggle with the detail, oversimplify or fail to contextualise their response. The weakest responses to receive a mark will be responses that are flawed but still contain some creditworthy material.</p>
12	(b)	<p>Evaluate the limitations of research into issues in exercise and sport.</p> <p>Refer to Appendix 2</p> <p>Most research is conducted in the field so gratuitous commentary about ecological validity should be treated with caution. However, difficulties in controlling extraneous variables may be more freely considered. Methodology is another area of likely consideration. Samples may be limited, such as Costill's research about swimmers, and so raise questions about generalising to other sports. Socially sensitive research may lead a host of limitations such as reliability of data collected, validity of measures and the ethics of the conduct as well as the subject matter – all this may apply to research into issues such as body image and drug abuse in sport. Other issues such as the androcentric nature of the samples may also be considered.</p>	15	<p>At the top level candidates will provide a more developed and/or elaborated response containing more precise evaluative points and/or issues. Development/elaboration could be achieved, for example, by considering how useful or not some research is, its measures or methodology or the degree to which the interests of the sports psychology are served by the research. A compromise in development/elaboration but a good response nonetheless will characterise a good response; a somewhat limited or superficial response will typify a third band answer and a bottom band mark will be awarded for work which is flawed or anecdotal but contains some creditworthy aspects.</p>

Question	Answer	Marks	Guidance
13 (a)	<p>Describe intrinsic and extrinsic motivation within education.</p> <p>Refer to Appendix 1</p> <p>Candidates may simply refer to the basic concepts of intrinsic motivators (e.g. pride, curiosity etc) and extrinsic motivators (e.g. praise, rewards etc). This is credit worthy but should be explicitly related to the educational setting in a stronger answer.</p> <p>Claxton’s work is also appropriate. His view that all motivation is intrinsic, as even extrinsic rewards are only effective if they have meaning to the student. Claxton’s book “Building learning power” (2002) identifies four key characteristics required for learners to stay motivated: resilience, resourcefulness, reflection and relationships (reciprocity). Developing these characteristics ensures learner motivation.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. They will effectively explain intrinsic and extrinsic motivation within an educational context. Second band will be reasonably accurate and specific to the question. Third band will be superficial, using accurate or appropriate material but not effectively or precisely linking intrinsic/extrinsic motivation to educational settings. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Discuss the usefulness of theories of motivation in relation to improving student participation.</p> <p>Refer to Appendix 2</p> <p>“Discuss” requires the candidate to appreciate different views regarding the usefulness of theories of motivation. The term “useful” can be applied in several different ways – how useful the approach could be in improving the motivation or performance of students, how useful is the approach to education generally. Also the candidate could challenge the usefulness of theories on methodological issues such as ethnocentrism, gender bias, validity, reliability etc., as long as they are explicitly linked to evaluating the theory. If theories lack empirical support this could also limit usefulness.</p>	15	<p>At the top band candidates will provide a well developed and/or elaborated response containing precise evaluative points and/or issues which impact on the usefulness of the research. A balanced argument would fully address the “discuss” aspect of the question. Band 2 will cover a range of relevant issues supported by evidence but will lack balance or development. Band 3 will have some issues which address the usefulness of approaches but is quite limited. Bottom band is very basic – ‘it is useful because.....’ or an ‘it isn’t very useful’ type response with little development or supporting evidence.</p>

Question	Answer	Marks	Guidance
14 (a)	<p>How can learned helplessness affect student participation?</p> <p>Refer to Appendix 1</p> <p>Candidates should describe how 'learned helplessness' could affect student participation. The original study by Seligman demonstrated the notion of 'learned helplessness' in dogs. This concept could readily be applied to learning in humans. Children in school who experience failure may start to believe they always fail no matter what. This will subsequently affect their participation as they may develop a sense of inevitability, lack of will to try and accepting that they cannot affect the outcomes of any academic endeavour.</p> <p>Further research has been conducted which supports this such as Hiroto and Seligman (1975) and Au, Watkins and Hattie (2010). 'Learned hopelessness' is seen as a more relevant concept by some researchers working in educational settings and is creditworthy.</p>	10	<p>Top band candidates will clearly explain the relationship and student participation. The answer will be supported by psychological knowledge.</p> <p>Second band answers will be characterised by a compromise on the 'Evaluate' command or more limited elaboration but still provide a good response. Third band responses will be somewhat more limited or superficial and bottom band responses may be flawed but contain some creditworthy material.</p>
(b)	<p>Discuss methodological issues of research into student beliefs and expectations.</p> <p>Refer to Appendix 2</p> <p>This question allows both positive and critical evaluations to be made.</p> <p>"Methodological issues" indicates that candidates should focus on issues related to the methods used by researchers in this topic. Relevant issues include validity, the reliability of research, ecological validity, the sample used, ethics (especially if discussing Seligman), etc.</p>	15	<p>At the top band candidates will provide a well developed and/or elaborated response containing precise evaluative points and/or issues which impact on the research. Evidence to support points or issues will be apposite.</p> <p>Band 2 will cover a range of relevant issues supported by evidence but will lack balance or development.</p> <p>Band 3 will have some points which address the methodological issues of research into student beliefs and expectations but is quite limited.</p> <p>Bottom band is very basic with little development or supporting evidence.</p>

Question	Answer	Marks	Guidance
15 (a)	<p>What does humanistic psychology tell us about personal and social development in education?</p> <p>Refer to Appendix 1</p> <p>Humanistic psychology suggests that we all have an innate drive to personal growth.</p> <p>Carl Rogers (1977) emphasised that one way to help an individual achieve personal growth was for therapists to provide ‘unconditional positive regard’. A key aspect of this is that we need acceptance and approval from others.</p> <p>If we see educators as fulfilling the role of the therapist, in that their aim is to facilitate personal growth in students, then they should try to create learning situations where students can experience acceptance and approval, both from the teacher and their peers.</p> <p>Johnson & Johnson (1983) found that cooperative learning experiences were found to be linked to positive outcomes related to acceptance and approval.</p> <p>Candidates can either relate general humanistic concepts to the educational setting, or use research from that setting.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. They will effectively relate humanistic concepts to the personal and social development of the individual within an educational setting.</p> <p>Second band will be reasonably accurate and specific to the question.</p> <p>Third band will be superficial, using accurate or appropriate material e.g. just describing humanistic concepts but not to relate them to educational settings.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>To what extent are approaches to personal and social development in education holistic?</p> <p>Refer to Appendix 2</p> <p>‘Holism’ refers to an approach to research which involves looking at the big picture, rather than a reductionist approach which tries to reduce complex systems or behaviour down to a simplistic explanation. It is based on the concept that ‘the whole is greater than the sum of its parts’.</p>	15	<p>At the top band candidates will provide a well developed and/or elaborated response which clearly relates the concept of ‘holism’ to different approaches to personal and social education. Candidates should engage with the “To what extent” aspect of the question.</p> <p>Band 2 will cover a range of relevant points supported by evidence but will lack balance or development.</p> <p>Band 3 will have some issues which address the holism of approaches but is quite limited.</p>

Question	Answer	Marks	Guidance
	<p>Candidates should discuss the extent to which the different approaches can be considered holistic, or conversely whether they could be considered reductionist.</p> <p>Humanistic approaches are generally considered holistic as they are concerned with the whole person.</p> <p>Developmental stages e.g. Erikson (1963) suggests that personality develops in stages and each stage involves learning from experience. As this involves an interaction between biologically determined stages and experiences within the environment it could be argued that it is to some extent holistic.</p> <p>Many moral development theories e.g. Kohlberg are similarly based on stages but also involve learning from experience. So similar arguments can be made in favour of it being holistic. However candidates could argue that reducing complex behaviours to stages is a form of reductionism.</p>		<p>Bottom band is very basic – ‘it is holistic because.....’ or an ‘it isn’t very holistic’ type response with little development or supporting evidence.</p>

Question	Answer	Marks	Guidance
16 (a)	<p>How do biological differences in the brain structure of boys and girls affect their educational potential?</p> <p>Refer to Appendix 1</p> <p>Biological differences identified include: brain size, size of corpus callosum (although this has recently been challenged (Wallentin, 2008)); differences in grey and white matter volumes, hippocampus, amygdala, neural pathways, right and left brain hemispheres and others.</p> <p>Researchers have struggled to identify many differences between the sexes in terms of performance. Slight differences in verbal cognitive ability (superior in females) and visuo-spatial ability (superior in males) are well documented.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. They will effectively explain biological differences and how they may affect educational performance.</p> <p>Second band will be reasonably accurate and specific to the question.</p> <p>Third band will be superficial, using accurate or appropriate material but not linking brain differences to the context.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Evaluate limitations of research into enabling genders.</p> <p>Refer to Appendix 2</p> <p>Candidates should evaluate limitations of research into enabling genders. Research may be limited in what it can tell us about the topic. It may be that it is hard to determine whether it is nature or nurture which accounts for gender differences.</p> <p>Research may suffer with methodological limitations, for example issues with validity or reliability of measurements, or the research may not be able to be generalised to other settings or the wider population.</p>	15	<p>Top band candidates will provide a well developed and/or elaborated response containing 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 methodological limitations of the research does or does not impact on the findings presented.</p> <p>Band 2 will cover a range of relevant issues supported by evidence, but will lack balance or development.</p> <p>Band 3 will identify some issues which address the limitations of research but is quite limited.</p> <p>No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band.</p>

APPENDIX 1 – GENERIC MARK SCHEME 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 MARK SCHEME 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 are evident and demonstrate 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 are 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 are highly skilled and show thorough understanding.

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