

GCE

Psychology

H567/03: Applied psychology

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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MARKING INSTRUCTIONS**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor3 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 RM Assessor and the **10** standardisation responses (“scripts”).

YOU MUST MARK 5 PRACTICE (face to face) AND 10 STANDARDISATION (RM) RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 RM Assessor3 50% and 100% (traditional 40% 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 or the RM Assessor3 messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor3 **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 RM Assessor 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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
	Blank page
	Meaning unclear
	Incorrect
	
	Something incorrect/contradictory
	Correct
	Elaboration
	Missing information
APP	Application ie to context of question
CONT	Development/expansion
NAQ	Not answering question
RES	Research
SEEN	Seen (to show content on page has been noted but not credited)
BOD	Benefit of doubt given
IRRL	Irrelevant
EVAL	Evaluation
	Highlight

1. 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 Levels 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 LEVEL DESCRIPTORS best describes the overall quality of the answer. Once the Level 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 Level 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 Levels below and show limited evidence of meeting the criteria of the Level in question) the LOWEST mark should be awarded.

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

3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 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 Level 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.

Section A: Issues in mental health

Question	Answer	Marks	Guidance
1	<p>Identify one specific disorder <u>and</u> outline an appropriate biological treatment for it.</p> <p>AO1 (4 marks) Candidates will demonstrate knowledge and understanding by identifying one specific disorder and then outlining an appropriate biological treatment for it. For example, depression could be identified. If so, it may be treated through the use of SSRIs which block the reuptake of serotonin by the pre-synaptic neuron, thereby increasing the effect of serotonin in the body. Alternatively, electroconvulsive therapy could be outlined as a treatment for depression. If schizophrenia is identified, antipsychotic medication can be expected to be outlined. The 'outline' of a treatment could centre on how it is administered (e.g. ECT) or on how it works (e.g. the way SSRIs act on neurotransmitters).</p> <p>Other appropriate responses should be credited.</p> <p>Dopamine is not acceptable for depression but is for Sz.</p> <p>Increasing serotonin in brain or just serotonin levels is not enough for impact of action. Only increasing levels in synaptic gap is acceptable.</p> <p>ECT has little known about the action so more credit can be given for description of the process.</p> <p>If the candidate does two disorders the first disorder only can be credited</p>	4	<p>1 mark – identification of one specific disorder 3 marks – outline of an appropriate biological treatment for the specified disorder</p> <p>Award marks as follows for the outline of the treatment:</p> <p>3 marks – accurate and detailed outline of an appropriate biological treatment</p> <p>2 marks – generally accurate outline of an appropriate biological treatment lacking some detail</p> <p>1 mark – limited outline (i.e. identification) of an appropriate biological treatment lacking in detail</p> <p>0 marks – no creditworthy response (e.g. no treatment is identified ie named not just generic eg drugs. the treatment is non-biological, or the treatment isn't appropriate for the specified disorder)</p> <p>If the specific disorder is not identified ie named, the mark will be capped at 1</p> <p>For three marks we would expect the action, (eg prevent serotonin reuptake) the impact on the biology of the patient (eg increasing serotonin in the synaptic gap) and the effect of that impact on mood (so stabilising the mood) or on biology (allowing for improved neural transmission)</p> <p>ECT has little known about the action so more credit can be given for description of the process.</p>

Question	Answer	Marks	Guidance
2	<p>Charlie is the manager of an office with approximately 100 members of staff. She is worried about mental health problems experienced by some of the people in her office. Charlie wants to find out whether her workplace could be causing these mental health problems.</p> <p>What might a psychologist say to Charlie about whether the workplace could be causing some of her employees to have mental health problems? Refer to <u>either</u> the humanistic <u>or</u> the psychodynamic <u>or</u> the cognitive neuroscience explanation of mental illness to inform your response.</p> <p>AO1 (2 marks) Candidates will demonstrate knowledge and understanding of how a psychologist from one of these backgrounds might explain mental illness. For example, the work of Carl Rogers or Sigmund Freud might be referred to, or research connecting biological processes with thought processes (i.e. cognitions).</p> <p>AO2 (3 marks) Candidates should apply their knowledge and understanding of how a psychologist from one of these backgrounds might explain mental illness in this particular context. From a humanistic perspective, reference could be made to employees having low self-esteem (perhaps arising from conditions of worth when young) or to the employer paying them so little that they are stuck at the lower levels of Maslow’s hierarchy of needs. From a psychodynamic perspective, reference could be made to unresolved conflicts from childhood or to the management style of the employer reminding members of</p>	5	<p>5 marks – Response demonstrates good application of psychological knowledge and understanding. There is good relevant knowledge and understanding.</p> <p>3-4 marks – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable relevant knowledge and understanding.</p> <p>1-2 marks – Response demonstrates limited application of psychological knowledge and understanding. There is limited relevant knowledge and understanding.</p> <p>0 marks – No creditworthy response.</p> <p>Application can include reference to work place or employees or what the psychologist would say to Charlie (ie the workplace is not causing disorders)</p> <p>Reference to cognitive approach gains no credit, cognitive neuroscience needs biological aspect to be creditworthy</p> <p>For AO1 1 mark for structures of personality or unconscious or conflict 1 mark for interaction or cause or consequences Could refer to Id overruling ego etc</p> <p>1 mark for harsh parenting 1 mark for conflict Reference could be to peer or management</p> <p>1 mark for hierarchy of needs 1 mark for basic vs higher needs Could refer to cognitive or aesthetic needs</p>

Question	Answer	Marks	Guidance
	<p>staff of how their parents interacted with them when young (thereby triggering ego defence mechanisms as a reaction). From a cognitive neuroscience perspective, reference could be made to decreased levels of brain-derived neurotropic factor (BDNF) arising from stress either at work or away from work. Answers may seek to make connections between the workplace and the mental health issues of the staff, or they may centre on attempts to explain to the employer that the mental health problems experienced by her members of staff may be due to factors away from work or even from their childhoods.</p> <p>Application can include reference to work place or employees or what the psychologist would say to Charlie (ie the workplace is not causing disorders). To gain credit the application needs to be linked to a correct explanation ie if cognitive explanation cannot get application of psychologist referencing employees</p> <p>Other appropriate responses should be credited.</p>		<p>1 mark for Low serotonin levels 1 mark for Impairment of cognitive processes 1 mark for Resulting in depression</p> <p>AO2 1 application to workplace in detail or 3 brief applications to workplace</p>
3	<p>(a)</p> <p>Outline the genetic explanation of mental illness.</p> <p>AO1 (3 marks) Candidates will demonstrate knowledge and understanding through accurate description of the genetic explanation of mental illness. Answers can be expected to identify the idea of mental illnesses being inherited genetically from parents. This may then be elaborated upon by reference to research (e.g. studies investigating concordance rates between twins; the key research by Gottesman et al) or by reference to evolutionary theory (e.g. as investigated by Ohman). However, an outline of the genetic explanation of mental illness does not</p>	3	<p>3 marks – response demonstrates good relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>2 marks – response demonstrates reasonable relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>1 mark – response demonstrates limited relevant knowledge and understanding of the genetic explanation of mental illness</p> <p>0 marks – no creditworthy response</p>

Question	Answer	Marks	Guidance
	<p>explicitly require reference to named research in order to show good understanding.</p> <p>Other appropriate responses should be credited. Supporting evidence doesn't need statistics but for two marks needs comparisons between named groups as evidence for genetic explanation or statistical evidence accurate to nearest whole number. Genetic is tautological so needs idea of inheritance or even passed on by parents</p> <p>Reference to evolution will still need link to inheritability of genes</p>		<p>Reference to inheritance for 1 mark plus 2 marks of elaboration</p>
3 (b)	<p>Evaluate the usefulness of the genetic explanation of mental illness.</p> <p>AO2 (3 marks) Candidates will demonstrate the skill of application through their discussion of the usefulness of the genetic explanation of mental illness.</p> <p>AO3 (3 marks) Candidates will demonstrate the skill of evaluation through the discussion that they generate of the usefulness of the genetic explanation of mental illness. Points made could centre on the limitations of this explanation (e.g. in terms of an individual not being able to change their genes, or of adopted children not necessarily knowing their genetic background). Other lines of argument could centre on counselling of couples thinking of having children and/or of it being possible to put support in place early on for children born to parents with a greater likelihood of having children with mental illness; however, such points would need handling</p>	6	<p>5-6 marks – Response demonstrates good application of psychological knowledge and understanding. There is good evaluation that is mainly relevant to the demand of the question.</p> <p>3-4 marks – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable evaluation that is partially relevant to the demand of the question.</p> <p>1-2 marks – Response demonstrates limited application of psychological knowledge and understanding. There is limited evaluation that may be related to the topic area.</p> <p>0 marks – No creditworthy response.</p> <p>Credit “it gives insight”</p>

Question	Answer	Marks	Guidance
	<p>sensitively, which raises the issue of how to make use of information arising from the genetic explanation. Points discussed need to be linked to usefulness. To be able to access the top Level, candidates can be expected to explore at least two arguments.</p> <p>Other appropriate responses should be credited.</p> <p>Do not credit the usefulness of embryonic manipulation. This is not widely available and has ethical considerations of producing designer babies.</p>		
4	<p>To what extent can historical views of mental illness be considered scientific?</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of what makes something ‘scientific’.</p> <p>AO3 (5 marks) Candidates should analyse, interpret and evaluate historical views of mental illness in relation to what makes something scientific. Any relevant historical view of mental illness can be referred to. Candidates are likely to claim that many such views are not scientific, but this argument needs to be made in relation to scientific concepts (e.g. effects not being replicated; a lack of supporting empirical evidence from controlled experiments; no quantitative data; explanations being ‘supernatural’; interpretations being subjective; it not being possible to prove theories false; etc.). Better responses can be expected to explore whether there is a sense in which any of the historical views could be considered to meet some of the criteria associated with being scientific. For example, the theory of the four humours could be defended as at least being based in</p>	7	<p>7 marks – The response demonstrates good knowledge and understanding of science. There is a good analysis of science in relation to historical views 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>5-6 marks – The response demonstrates reasonable knowledge and understanding of science. There is a reasonable discussion of science in relation to historical views 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>3-4 marks – The response demonstrates limited knowledge and understanding of science. There is a limited discussion of science superficially related to historical views of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>1-2 marks – The response demonstrates basic knowledge and understanding of science. There is a basic discussion of science which may not be in relation to historical views of mental illness. The information is basic and communicated in an unstructured way. The information is supported by</p>

Question	Answer	Marks	Guidance
	<p>physiology. The injunction 'to what extent' invites consideration of how far alternatives to the medical model of explaining mental illness are scientific. To be able to access the top Level, candidates must express a judgement about the extent to which historical views of mental illness can be considered scientific.</p> <p>Credit the use of sciences (ie biology/chemistry) as feature of science so linking humours etc to biology.</p> <p>Other appropriate responses should be credited.</p>		<p>limited evidence and the relationship to the evidence may not be clear. 0 marks – No creditworthy response.</p> <p>Accept religion as in belief over evidence so not scientific</p> <p>Credit treatment, needs extent addressed, 2 features of science (2 marks AO1) plus theory and elaboration (3 marks) AO3 x 2</p> <p>There is a plurality requirement of historical views. If only one historical view is given – even if applied to two features of science it is capped at 4 marks</p>
5	<p>Assess the contribution that the key research by Szasz (2011) makes to the topic of alternatives to the medical model of mental illness.</p> <p>AO2 (5 marks) Candidates will demonstrate the skill of application through their consideration of the contribution made by the key research to the topic (i.e. the application of the Szasz study to the topic of alternatives to the medical model)</p> <p>AO3 (5 marks) Candidates will demonstrate the skill of assessment through the arguments they develop in relation to the contribution made by the key research to the topic (i.e. assessing its contribution, rather than simply outlining what it contributes). On the positive side, it could be argued that Szasz raised questions that others did not even see as questions; he developed a series of concepts to capture the essence of his argument that are quite memorable; his critique of the medical model was</p>	10	<p>9-10 marks – The response demonstrates good assessment of the contribution made by the key research to the topic. There is a well-developed line of reasoning which is clear and logically structured. The arguments presented are relevant and substantiated.</p> <p>6-8 marks – The response demonstrates reasonable assessment of the contribution made by the key research to the topic. There is a line of reasoning presented with some structure. The arguments presented are in the most-part relevant and supported by some evidence.</p> <p>3-5 marks – The response demonstrates limited assessment of the contribution made by the key research to the topic. The arguments presented have some relevance and are presented with limited structure. The arguments presented are supported by limited evidence.</p> <p>1-2 marks – The response demonstrates basic assessment of the contribution made by the key research to the topic. The arguments presented are basic and communicated in an unstructured way. The arguments presented are supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks – No creditworthy response.</p>

Question	Answer	Marks	Guidance
	<p>powerfully expressed; he didn't deny the need for biological treatments where appropriate; he argued for recognition of people with behaviours seen as disturbing to be aided by 'internal ministry'; etc. Less positively, it could be argued that his argument was overstated and imbalanced; that it lacked supporting empirical evidence (and that, indeed, what empirical evidence there is contradicts his central thesis about mental illness being a 'myth'); that people who have received a diagnosis of a mental illness may feel their experience of distress is being dismissed; etc.</p> <p>The injunction to 'assess' invites candidates to consider both sides of the debate and reach a conclusion in relation to it.</p> <p>Other appropriate responses should be credited.</p>		<p>What was his contribution (AO2 5 marks)</p> <p>Challenges mental health as being a myth</p> <p>Social construct</p> <p>Political</p> <p>Challenges medical model – physical illness not mental</p> <p>Humanistic as normalises as natural response to difficult circumstances</p> <p>Do not credit economics of pharmaceutical companies ie profit of producing medication, as this is not 2011 article.</p> <p>Assessment of positives and negatives of contribution (5 Marks AO3)</p>
	Total	35	

Section B: Options

Question			Answer	Marks	Guidance
6	(a)	*	<p>Outline the key research by Wood et al (1976) and explain what it tells us about cognitive development in children.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Wood et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Wood et al to explain what it tells us about cognitive development in children. Answers can be expected to focus on how younger children need showing how to do a task more than telling how to do it. As children get older (even just between the ages of 3-5 years), they are more able to respond to verbal guidance, make unassisted acts, and correctly complete a task involving the pairing of blocks to create a pyramid. Older children need less intervention to remain engaged with a task. Even three-year-olds, though, can recognise an incorrectly constructed pyramid (and won't reconstruct this after taking it apart), suggesting that they have comprehension of what correct construction looks like before they are able to produce this. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about cognitive development in children will only gain marks in the lower Levels.</p>	10	PLEASE REFER TO APPENDIX 1

	<p>(b)</p>	<p>Discuss whether research into cognitive development and education is ethnocentric.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethnocentrism.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate whether research into cognitive development and education is ethnocentric. As well as referring to the key research, candidates can refer to research investigating cognitive development in education and the impact of this on education. Any relevant study is creditworthy. Candidates can be expected to note that how children respond to the interventions of an adult tutor in one culture may not be the same in all cultures. Furthermore, they may argue that acceptance of children as ‘little scientists’ who should be allowed to engage in discovery learning, rather than receive tutoring from a More Knowledgeable Other, is a cultural choice. However, it can be assumed that theories of cognitive stages aim not to be ethnocentric but, instead, to apply to children in any culture. Answers can be critical but can also defend the research. Points about whether research into cognitive development and education is ethnocentric need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses specifically related to ethnocentrism should be credited.</p> <p>Ethnocentric must related to ethnicity, race, cultural differences implied by countries. Better answers will refer to specifics ie collectivist or western more basic will just name countries.</p>	<p>15</p>	<p>PLEASE REFER TO APPENDIX 2</p>
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		Gender, age, institution are not likely to be creditworthy, but could be made relevant with some specific link to ethnocentrism		
(c)	*	<p>Outline at least one cognitive strategy to improve revision or learning that a psychologist might advise Nina to include in her session.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one cognitive strategy to improve revision or learning. Cognitive strategies to improve revision or learning could include mnemonic devices such as the ‘method of loci’ (memory palace), acronyms, or rhymes. Equally, mind-maps or applications of context-dependent memory may be explored. Cognitive strategies to improve revision or learning could also include the use of scaffolding, reduction in degrees of freedom, identifying and operating within a child’s zone of proximal development, discovery learning, basing presentation of information on whether a child is in the enactive, iconic or symbolic stage, etc. Strategies suggested need to be cognitive.</p> <p>Other appropriate responses should be credited.</p> <p>Both revision and learning or just one can gain top level.</p>	10	PLEASE REFER TO APPENDIX 3

<p>7</p>	<p>(a)</p>	<p>Outline the key research by Wilson and Kelling (1982) and use it to explain how the features of neighbourhoods can influence crime.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Wilson and Kelling. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Wilson and Kelling to explain how the features of neighbourhoods can influence crime. Answers can be expected to place emphasis on ‘broken windows’ theory. This suggests that unrepaired properties send out a signal that the people living there don’t care. Soon, more damage gets done to properties. As street crime increases, residents start retreating from public spaces and they avoid confronting those who might be engaging in criminal activity. Answers can be expected to explore this theory, but other concepts could be introduced as well (e.g. defensible space) in order to explain further how the features of neighbourhoods can influence crime (to make it either more or less likely to happen). Less detailed answers or answers that simply describe the study without using it to explain how the features of neighbourhoods can influence crime will only gain marks in the lower Levels.</p> <p>AO1 can be either the specifics of the review ie New Jersey, Participant observation or can identify the features named in the review ie Broken Windows, citizen patrols</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 1</p>
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			AO2 will be the link between the features and crime (or lack of it) or cognitions about crime ie fear, increase		
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	<p>(b) *</p>	<p>Discuss the freewill/determinism debate in relation to research into crime prevention.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the freewill/determinism debate.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into crime prevention in relation to the freewill/determinism debate. As well as referring to the key research, candidates can refer to research relating to how the features of neighbourhoods and a zero tolerance policy can influence crime. Any relevant study is creditworthy. Candidates may consider how many theories of crime prevention are quite determinist (i.e. they assume that if a particular change is made then it is fairly automatic what effect this will have). This sort of point could be made in relation to both physical features of a neighbourhood and also how the police operate. However, is it this simple? Those engaging in criminal behaviour could make the choice to 'mend their ways' but more likely they will instead just move where they commit crimes to somewhere else (i.e. a softer target). Another aspect of freewill is the way in which residents have the choice whether or not to set up Neighbourhood Watch schemes, 'target harden' their homes, become vigilantes, etc. Candidates may argue for freewill or determinism in relation to research into crime prevention. Points about the freewill/ determinism debate need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p> <p>Points need to refer to choice or cause</p>	<p>15</p>	<p>PLEASE REFER TO APPENDIX 2</p>
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		Needs to refer to research (theories or studies) and balanced with elaboration or evaluation. Generic evaluation such as having a choice is likely to be basic.		
	(c)	<p>Outline at least one crime prevention strategy a psychologist might advise Taylor to apply when designing this cycle parking area.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for crime prevention. Suggestions may be expected to draw upon ideas from broken windows theory (e.g. make it easy to maintain) or defensible space theory (e.g. place it in an area that is overlooked). CCTV could be recommended in order to challenge deindividuation, signs/posters could be put up (relating to social norms, being watched, etc.), and access to the cycle parking area could be restricted to registered users only. It is important that the suggestions are related to the context ie the design of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p> <p>The strategies must refer to the design of the parking area not the maintenance, but design may include rubbish bins or no glass to avoid poor environment leading to crime. But keeping area clean and tidy is not a design strategy. Either police officers or community wardens could 'patrol' the cycle parking area is basic as not linked to scenario</p>	10	PLEASE REFER TO APPENDIX 3

8	(a)	<p>Outline the key research by Black and Black (2007) and use it to explain the impact of environmental stressors on our biological responses.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Black and Black. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Black and Black to explain what it tells us about the impact of environmental stressors on our biological responses. Answers can be expected to centre on the way in which those living near the airport scored significantly lower on the SF-36 instrument for physical functioning, general health, vitality, and mental health. Furthermore, residents living near the airport were 2.74 times more likely to have hypertension than those in the control group. As these residents had a much higher mean aircraft annoyance score (6.27, against 1.03 for the control group), this shows how an environmental stressor can have a biological effect, via activation of the body's 'fight or flight' response mechanisms. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the impact of environmental stressors on our biological responses will only gain marks in the lower Levels.</p> <p>Results can be interpreted assess key features of the study or impact of environmental stressors on biological response</p>	10	PLEASE REFER TO APPENDIX 1
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			The impact has a plurality requirement of stressors on biological responses. Stressors could be two aspects of eg noise, ie level and unpredictability.		
	(b)	*	<p>Discuss research into stressors in the environment in relation to ethical considerations.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethical considerations.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into stressors in the environment in relation to ethical considerations. As well as referring to the key research, candidates can refer to research investigating environmental stressors and their impact on our biological responses. Candidates may refer to ethical guidelines in their answer (informed consent, withdrawal, protection from harm, etc.), but stronger responses may go further to consider such issues as whether ‘the end justifies the means’. Candidates may be critical in the points they make but, equally, they may defend the ethics of research into stressors in the environment. They can also refer to research involving animals but, if doing this, need to show appreciation of the specific ethical guidelines that apply in this case. Ethical considerations need to be evaluated, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p> <p>Can be structured as research each evaluated for ethical considerations or ethical considerations illustrated by research</p>	15	PLEASE REFER TO APPENDIX 2

	<p>(c)</p>	<p>Outline at least one strategy a psychologist might suggest for how Jamal could manage environmental stress to be able to revise effectively for his exams.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for managing environmental stress. Suggestions could take a range of forms. For example, reference could be made to choosing somewhere quiet (e.g. away from external sources of noise, such as roads, airports or other people) or making a noisy area seem quiet by wearing noise-cancelling headphones. Reference could also be made to finding somewhere to study based on temperature, type of lighting (e.g. LED, rather than fluorescent), the colour of paint on the walls and/or how the setting is decorated (e.g. to avoid cognitive overload), and the amount of people nearby relative to the space available (to avoid feelings of crowdedness). Whilst reference to choosing a location to study based on such features of the environment is one way of approaching this question, another would be for Jamal to focus on how he experiences the place he studies in. Thus, answers could equally well explore Stress Inoculation Therapy, Cognitive Behavioural Therapy, Rational Emotive Therapy, mindfulness, etc. Answers could focus in depth on one suggestion or make reference to a range of suggestions. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p> <p>Needs to refer to reduction of stress not increased learning/productivity</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 3</p>
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9	(a)	<p>Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about the relationship between personality and sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Kroll and Crenshaw. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Kroll and Crenshaw to explain what it tells us about the relationship of personality to sport. Answers are likely to focus on how people from different sports show significant differences in their personality profiles. This was found when high-level male sportspeople completed Cattell's 16PF questionnaire. Answers may highlight what some of the personality differences were found to be, and can be expected to note that the exception was American football players and wrestlers, who were each found to have similar personality profiles. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the relationship of personality to sport will only gain marks in the lower Levels.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p>Discuss the reliability of research into personality and sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of reliability.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the reliability of research into personality and sport. As well as referring to the key research, candidates can refer to research investigating personality, its measurement and its relationship to sport. Any relevant research is creditworthy. Reliability issues can arise in a number of ways, such as through the use of standardised questionnaires, the use of multiple items to measure the same variable, the use of large samples, testing and retesting, split-half testing, or through whether findings are supported in follow-up studies. Candidates may argue for or against the reliability of research into personality and sport. Points about the reliability of research need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p> <p>If clearly validity then limited to basic, if could be validity then limited</p>	15	PLEASE REFER TO APPENDIX 2
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	(c)	<p>Outline at least one strategy a psychologist might suggest for how Mia could use knowledge of personality to improve the performance of the heptathletes.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for using knowledge of personality to improve sports performance. Suggestions could centre on strategies to manage anxiety (for athletes who lack emotional stability). For athletes who lack conscientiousness, behaviourist strategies could be used to get them adhering to their training schedule. Candidates may also suggest strategies to help athletes reduce tension or increase self-reliance. For athletes who are venturesome, strategies could be suggested to help them be patient when recovering from injury. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p> <p>Do not credit responses that only refer to improving a team performance ie choosing driven athletes for a heptathlete team.</p> <p>Details of how to assess is not creditworthy but how to use the assessment with specific personalities is</p>	10	PLEASE REFER TO APPENDIX 3
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APPENDIX 1**Generic mark scheme for Section B PART (a) QUESTIONS**

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

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

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	<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>	<p>Answers in this Level go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this.</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>	<p>A standard response will sit in the middle of this Level (i.e. be awarded 7 marks).</p> <p>The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top Level.</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>Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires;</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>	the examiner may not be convinced of the candidate's understanding.
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> <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>	Answers in this Level contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this Level contain no creditworthy material.

APPENDIX 2**Generic mark scheme for Section B PART (b) QUESTIONS**

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

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

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

APPENDIX 3

GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

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

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9 – 10	<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>	<p>Answers in this Level go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</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>	<p>A standard, accurate response will sit in the middle of this Level (i.e. be awarded 7 marks).</p> <p>Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g. named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.</p> <p>Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).</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>Answers can be in this Level for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is</p>

		The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested.
1	1 – 2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this Level contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this Level contain no creditworthy material.

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