

# Sample Question Paper

## A Level Psychology

**H569/03** Applied psychology

**Time allowed: 2 hours**



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

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Last name

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### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions in Sections A and B.
- Choose **one** option in Section C and answer **all** the question for that option.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **20** pages.

### ADVICE

- Read each question carefully before you start your answer.

- (a) Outline **one** definition of abnormality. Use an appropriate example of Charlie's behaviour to support your answer.

[3]

- 

[3]

- [3]

- [3]

- Blank handwriting practice lines with a large, light gray watermark reading "DRAFT" diagonally across the page.

- 4\*** Discuss the psychology as a science debate in relation to the topic of alternatives to the medical model.

Use your psychological knowledge to support your answer with appropriate examples. [12]

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## Section B

## Criminal psychology

- 5 Layla was seen on CCTV shoplifting cosmetic products from a local pharmacy. The security guard stopped her from leaving and called the police. She was arrested and charged with theft. Layla is due to appear in court and is really worried about receiving a prison sentence, especially as this is her first offence.

- (a) Outline **one** cognitive explanation of criminal behaviour that could explain why Layla turned to crime. Use an appropriate example of Layla's behaviour to support your answer.

[3]

- (b)** Explain how restorative justice could be used with Layla in order to reduce the chance that she will reoffend in the future.

Handwriting practice lines with a large, faint, stylized letter 'D' in the background.

- (c)** Suggest **one** reason why imprisonment may increase Layla's offending behaviour. Use a relevant example of criminal behaviour to support your answer.

**[3]**

6  
(a) Outline **one** way that juries can be persuaded by the characteristics of a witness or defendant in the courtroom.

**[3]**

- (b)** State what inadmissible evidence means **and** outline **one** way juries can be persuaded by it in the courtroom.

[3]



- [3]

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## Section C

Choose **one** option from this section and answer **all** the questions for that option.

Write your answers on the lines that start on **page 12**. Clearly show which questions you are answering.

### OPTION 1

#### Child psychology

- 9** Outline **one** reason why the research by Ainsworth and Bell (1970) into the development of attachment lacks generalisability. Use an example from the study to support your answer. **[3]**

- 10** Ben's parents are worried about him. He has recently been getting into trouble at college and has been engaging in risky behaviour, such as dangerous driving and using drugs.

Suggest **one** way that Ben's risk-taking behaviour could be reduced. In your answer, explain how your suggestion would be used with Ben **and** why it would be effective. **[5]**

- 11\*** Discuss the nature-nurture debate in relation to the topic of perceptual development. Use your psychological knowledge to support your answer with appropriate examples. **[12]**

### OPTION 2

#### Environmental psychology

- 12** Outline **one** reason why the research by Elsadek et al. (2020) into the psychological effects of the built environment lacks generalisability. Use an example from the study to support your answer. **[3]**

- 13** Sam works night shifts in a factory every other week. Sam is struggling with the physical and psychological effects this is having, to the extent that Sam is considering quitting their job.

Suggest **one** way that the effects of a disrupted biological rhythm on Sam could be reduced. In your answer, explain how your suggestion would be used with Sam **and** why it would be effective. **[5]**

- 14\*** Discuss the individual-situational explanations debate in relation to the topic of recycling behaviour. Use your psychological knowledge to support your answer with appropriate examples. **[12]**

### OPTION 3

#### Sport and exercise psychology

- 15** Outline **one** reason why the research by Wunderlich et al. (2021) into audience effects lacks generalisability. Use an example from the study to support your answer. **[3]**

- 16** Jane is the manager of a large company. She understands that work, as well as other physical and personal factors can impact her employees' mental health. She wants to provide opportunities for her employees to improve their mental health.

Suggest **one** way that the mental health of Jane's employees could be improved using exercise. In your answer, explain how your suggestion would be used with Jane's employees **and** why it would be effective. **[5]**

- 17\*** Discuss the freewill-determinism debate in relation to the topic of motivation in sport. Use your psychological knowledge to support your answer with appropriate examples. **[12]**

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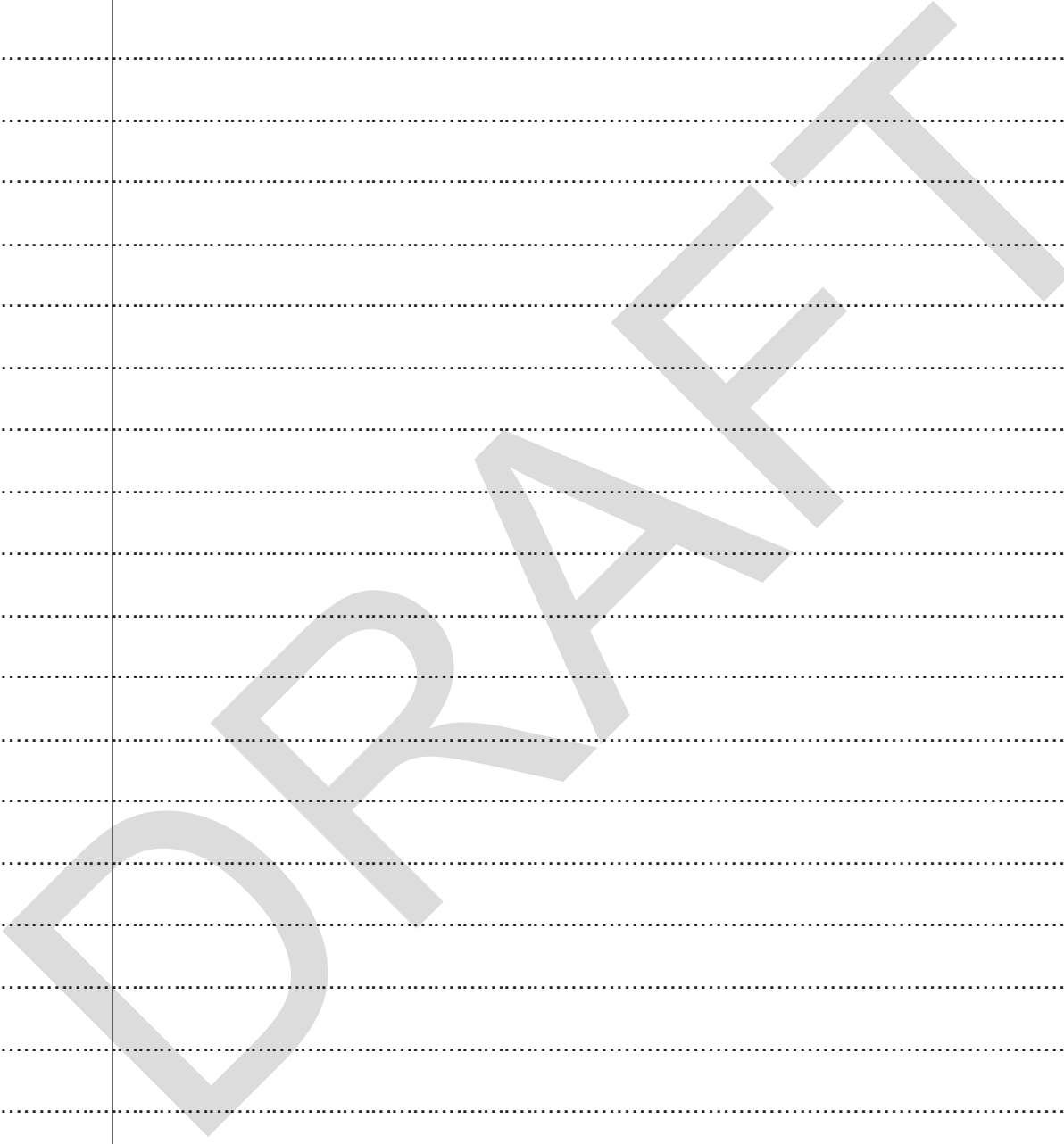
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**END OF QUESTION PAPER**

**EXTRA ANSWER SPACE**

If extra space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

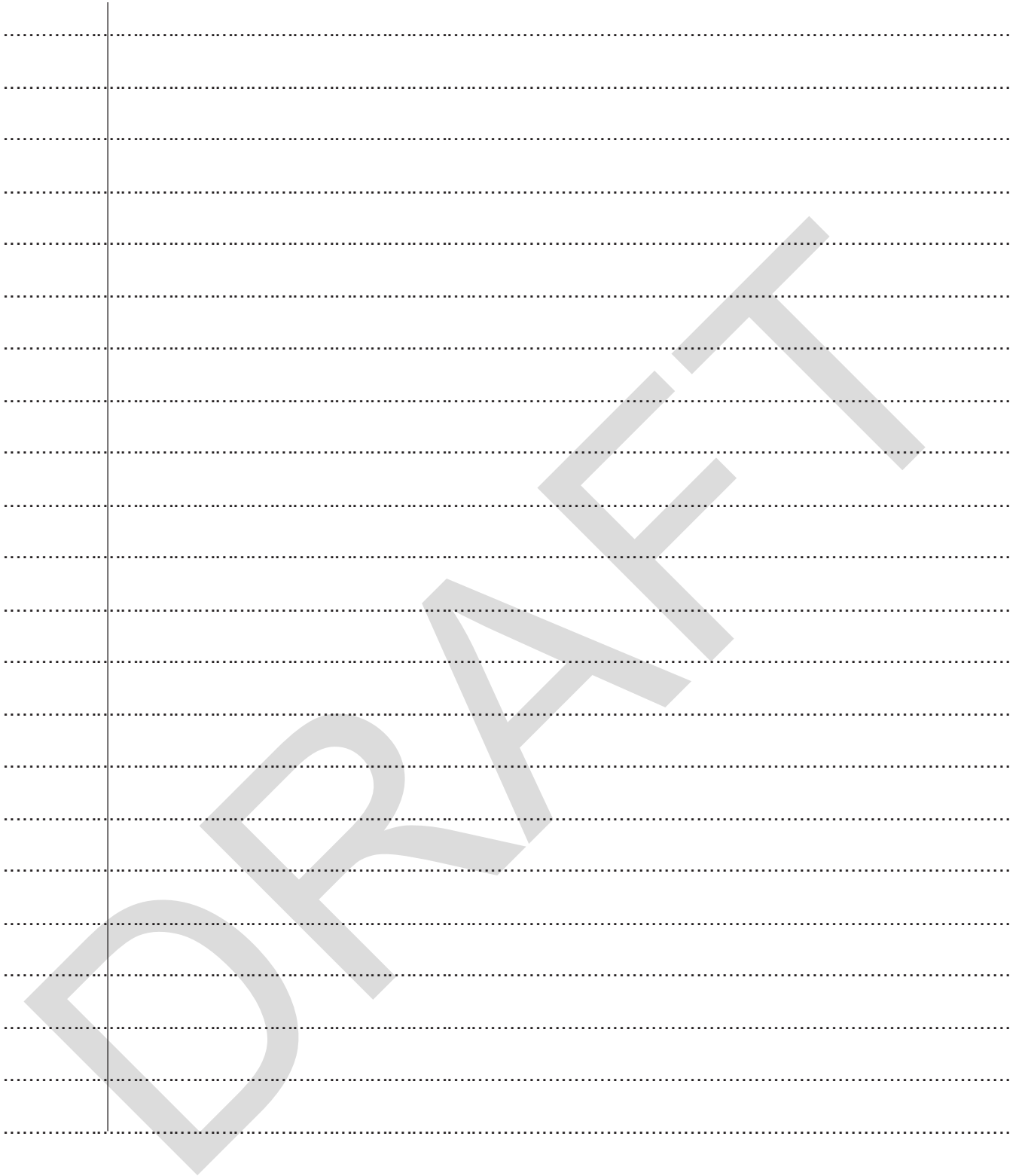


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**Sample Mark Scheme**

**A Level Psychology**

**H569/03 Applied psychology**

**MARK SCHEME**

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

**This document has 27 pages**

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

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

**3. 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. 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).

**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.

4. 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.
5. 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).

6. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

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

## 7. Subject Specific Marking Instructions

**Section A: Mental health**

<b>Q1(a)</b> Outline <b>one</b> definition of abnormality. Use an appropriate example of Charlie's behaviour to support your answer. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> One definition of abnormality identified/named. (AO1)	<b>AO1 x2</b>	<p><u>Candidates are likely to outline any <b>one</b> of the following four definitions of abnormality:</u></p> <ul style="list-style-type: none"> <li>▪ Deviation from social norms [1] – where behaviour does not align with societal expectations of 'normality'. [1] E.g. waiting your turn in a queue is a social norm in the UK, so Charlie walking to the front of a queue fits this definition. [1]</li> <li>▪ Failure to function adequately [1] – not being able to cope with everyday living indicates abnormality. [1] E.g. Charlie not being able to go to work fits this definition as holding down a job is a normal everyday function. [1]</li> <li>▪ Statistical infrequency [1] – behaviours that occur infrequently as classed as abnormal. [1] E.g. Hearing voices is not something experienced by people frequently – it is statistically uncommon, so Charlie hearing voices fits this definition. [1]</li> <li>▪ Deviation from ideal mental health [1] – absence of any of the characteristics that allow an individual to feel happy and free of distress, such as high self-esteem / personal growth / integration / autonomy / accurate perception of reality. The absence of any one of these indicates abnormality. [1] E.g. Charlie hearing voices fits this definition as it is not an accurate perception of reality. [1]</li> <li>▪ Any other appropriate point.</li> </ul>
<b>1 mark:</b> The identified definition of abnormality is outlined/further elaborated. (AO1)	<b>AO2 x1</b>	
<b>1 mark:</b> The identified definition of abnormality is supported with a relevant example from Charlie's behaviour. (AO2)		
<b>0 marks:</b> No creditworthy response.		



<b>Q1(b)</b> Outline <b>one</b> way the medical model of mental illness might explain Charlie's behaviour. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> One explanation from the medical model of mental illness is identified/named. (AO1)	<b>AO1 x2</b>  <b>AO2 x1</b>	<p>Candidates are likely to outline any <b>one</b> of the following explanations from the medical model of mental illness:</p> <ul style="list-style-type: none"> <li>▪ Biochemical explanation [1] – Suggests that a biochemical/ neurotransmitter imbalance within the brain could be responsible for behaviour. [1] E.g. Charlie may have an excess of dopamine causing him to hear voices / a deficiency in serotonin causing his mood symptoms. [1]</li> <li>▪ Genetic explanation [1] – Suggests that genes inherited from parents can affect behavioural characteristics, including mental illness, in the same way they affect physical characteristics such as eye colour. [1] E.g. Charlie may have inherited a 'faulty' gene or one related to mental illness from each of his parents, making his chances of developing a mental illness greater than someone without these genes. [1]</li> <li>▪ Brain abnormality [1] – Suggests that differences in brain structure, such as volume of grey matter / damage through illness/injury could affect the functions of those specific areas, causing the symptoms of mental illness. [1] E.g. Charlie may have a smaller hippocampus which could be causing his mood symptoms. [1]</li> <li>▪ Any other appropriate point.</li> </ul>
<b>1 mark:</b> The identified explanation from the medical model of mental illness is outlined/further elaborated. (AO1)		
<b>1 mark:</b> The explanation from the medical model of mental illness is made in the context of Charlie's behaviour. (AO2)		
<b>0 marks:</b> No creditworthy response.		

<b>Q1(c)</b> Suggest <b>one</b> reason why Charlie might receive an unreliable diagnosis when his mental disorder is categorised. Use an appropriate example of Charlie's behaviour to support your answer. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> One reason why Charlie might receive an unreliable diagnosis is suggested.	<b>A02 x3</b>	<p>Candidates might suggest <b>one</b> of the following reasons:</p> <ul style="list-style-type: none"> <li>▪ Different clinicians may view his symptoms in different ways and therefore provide different diagnoses. [1] One clinician may view Charlie's fatigue as a symptom of a disorder, and another clinician may view this as a physical symptom and therefore disregard it when making a diagnosis. [1] This could lead to one clinician providing a diagnosis of say, bipolar disorder, and another providing a diagnosis of schizophrenia. [1]</li> <li>▪ Different clinicians may provide different diagnoses due to biases they hold. [1] If one clinician has a gender bias and believes that a particular mental illness is more likely to be associated with females than males for example, this can lead them to providing a differing diagnosis. [1] For example, a gender-biased clinician may view Charlie pushing to the front of a queue as just 'male-related aggression/impatience' and therefore give a different diagnosis to someone a clinician who doesn't hold these biases. [1]</li> <li>▪ Any other appropriate point.</li> </ul> <p><b>NB.</b> Ensure the answer is clearly focused on the reliability of diagnosis, and not the validity of diagnosis.</p>
<b>1 mark:</b> The suggested reason is further outlined/elaborated.		
<b>1 mark:</b> The suggested reason is supported with a relevant example from Charlie's behaviour.		
<b>0 marks:</b> No creditworthy response.		

Q2 Outline <b>one</b> weakness of the use of drug treatment for one specific disorder (depression, phobias or schizophrenia). [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
<b>1 mark:</b> Relevant weakness of the use of drug treatment identified.	<b>AO1 x3</b>	<p><u>Possible weaknesses could include:</u></p> <ul style="list-style-type: none"> <li>▪ Ethical concerns with drug treatment [1], such as side effects that can sometimes be as bad as, or worse, than the symptoms of the mental illness which it is being used to treat. [1] For example, a side effect of anti-depressant drugs can be suicide ideation which may be worse than the low mood symptoms that the patient was initially being treated for. [1]</li> <li>▪ Ethical concerns with drug treatment [1], as some patients with severe mental ill health may not have the capacity to consent to drug treatment. [1] For example, a patient being treated for schizophrenia as an inpatient at a mental health facility may have more severe symptoms/less capacity to consent to treatment than a patient with schizophrenia being treated in the community. [1]</li> <li>▪ Increased tolerance could lead to increased dosage. [1] This leads to the potential for addiction/overdose. [1] For example, a person taking SSRIs for depression may need to gradually increase their dosage in order for it to have the same effect as the initial lower dosage which could lead to accidental overdose. [1]</li> <li>▪ Drug treatments may have limited effectiveness when used alone [1] but the effectiveness is increased if used in combination with non-biological treatment such as therapeutic treatments. [1] For example, an anxiety disorder could be more effectively treated with a combination of anti-anxiety medication and CBT. [1]</li> <li>▪ Any other appropriate point.</li> </ul>
<b>1 mark:</b> The identified weakness is further outlined/elaborated.		
<b>1 mark:</b> The weakness is outlined within the context of one specific disorder.		
<b>0 marks:</b> No creditworthy response.		

<b>Q3</b> Discuss ways the key study by Watson and Raynor (1920) could have been improved. In your answer you should consider the implications of your suggested improvements. <b>[6]</b>			
Level	Marking Criteria	AO/ Marks	Indicative Content
<b>Level 3</b>  <b>(5–6 marks)</b>	Relevant ways that the study could have been improved are identified. (AO1) These are discussed in terms of <b>the extent to which</b> they would develop the investigation by considering their implications. The points raised are made clearly and in detail. (AO3)	<b>AO1</b> <b>x2</b>  <b>AO3</b> <b>x4</b>	<u>Possible ways to improve the study that could be discussed:</u> <ul style="list-style-type: none"> <li>Improvements to validity - Ecological validity could be improved by using a real life situation. (AO1)                A participant is already being exposed to a negative stimulus and response association that could then be studied to see if this evolves into a phobia. However, this would have a lot of extraneous variables impacting on the behaviour that could not be controlled and the stimulus/response association may not occur enough or be strong enough without direct manipulation by the experimenter. (AO3)</li> <li>Improvements to ethics - Informed consent could have been obtained from the parent of 'Little Albert'. (AO1)                They could have been informed of the developments of the phobic tendencies and allowed sufficient sessions to be completed to reverse any phobic reactions. However, as there is knowledge of the potential psychological harm and distress to the child, there is a strong likelihood that consent would not be given and a study into the effects of classical conditioning on phobias could not be conducted. (AO3)</li> <li>Improvements to generalisability – Using a larger sample size of more than one participant. (AO1)                This would ensure that the results could provide a better understanding of the impact of classical conditioning on phobias for a more diverse group of people. However, as this study causes psychological harm it would be unlikely to now be granted approval to be conducted on more participants. (AO3)</li> <li>Any other appropriate point.</li> </ul>
<b>Level 2</b>  <b>(3–4 marks)</b>	Relevant way(s) that the study could have been improved are identified. (AO1) The way(s) are discussed in terms of <b>how</b> they would develop the investigation. The point(s) raised are made clearly with some detail. (AO3)		
<b>Level 1</b>  <b>(1–2 marks)</b>	Relevant way(s) identified that would improve the investigation. The point(s) may lack clarity and detail. (AO1)		
<b>0 marks:</b> No creditworthy response.			

Q4* Discuss the psychology as a science debate in relation to the topic of alternatives to the medical model. Use your psychological knowledge to support your answer with appropriate examples. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. There is effective use of psychological examples to support most points.	<b>7-8 marks</b> The response shows an <b>excellent</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach reasoned conclusions. A <b>range of points</b> will be discussed that will be <b>clear, accurate and detailed throughout</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	<p>In discussing the psychology as a science debate in relation to the topic of alternatives to the medical model, candidates can be expected to explore ways in which the topic may show evidence of being scientific, and evidence of it not being scientific.</p> <p>Relevant points could include:</p> <ul style="list-style-type: none"> <li>▪ Alternatives to the medical model being less scientific than the medical model where scientific equipment and objective measures can be used (e.g. MRI scans to detect brain abnormality).</li> <li>▪ The possibility of establishing causality in some research from this topic (e.g., classical conditioning experiments or Watson and Raynor's study).</li> <li>▪ Psychodynamic explanations being hard to falsify; reliance on self-report (e.g. for cognitions).</li> <li>▪ The extent to which there is empirical research evidence to support the explanations.</li> <li>▪ The nature of the research that might lend support to them (e.g. case studies, as opposed to controlled experiments).</li> <li>▪ Any other appropriate point.</li> </ul>
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. There is good use of psychological examples to support most points.	<b>5-6 marks</b> The response shows a <b>good</b> ability to analyse, interpret and evaluate scientific information, ideas and to make judgements and reach conclusions. A <b>range of points</b> will be discussed that will be <b>clear, generally accurate and mainly detailed</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	<b>2 marks</b> The response shows <b>limited</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There is an attempt to use psychological examples to support some points.	<b>3-4 marks</b> The response shows a <b>limited</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may <b>sometimes be clear</b> but <b>contain inaccuracies and lack detail</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	<b>1 mark</b> The response shows <b>basic</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of psychological examples to support points.	<b>1-2 marks</b> The response shows a <b>basic</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised are <b>unclear, inaccurate and not detailed</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>	
	<b>0 marks</b> - No creditworthy response.	<b>0 marks</b> - No creditworthy response.	

## Section B: Criminal psychology

Q5(a) Outline <b>one</b> cognitive explanation of criminal behaviour that could explain why Layla turned to crime. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
<b>1 mark:</b> One cognitive explanation of criminal behaviour identified/named. (AO1)	<b>AO1 x2</b>	<ul style="list-style-type: none"> <li>Rational choice theory of crime [1] explains criminal behaviour as being a rational decision made by offenders. The theory suggests that people weigh up the costs and benefits of committing a crime against the costs and benefits of following the law. [1]. So Layla may have considered that the benefit of shoplifting cosmetics to look nice without having to pay for them, outweighed the potential costs of being caught and charged with an offence and therefore made the choice to steal the cosmetics. [1]</li> <li>Any other appropriate point.</li> </ul> <p><b>NB.</b> The named cognitive explanation of criminal behaviour on the specification is rational choice theory but any other relevant cognitive explanation should be credited.</p>
<b>1 mark:</b> The identified cognitive explanation of criminal behaviour is outlined/further elaborated. (AO1)	<b>AO2 x1</b>	
<b>1 mark:</b> The identified cognitive explanation of criminal behaviour is explicitly outlined in the context of Layla's behaviour. (AO2)		
<b>0 marks:</b> No creditworthy response.		

Q5(b) Explain how restorative justice could be used with Layla in order to reduce the chance that she will reoffend in the future. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
<b>1 mark:</b> Clear explanation of who is involved in a restorative justice conference. (AO1)	<b>AO1 x2</b>  <b>AO2 x1</b>	<u>Who is involved in a restorative justice conference: (AO1)</u> <ul style="list-style-type: none"> <li>The offender (Layla) and the 'victim' (e.g. the manager of the pharmacy) and an external person such as probation worker will facilitate the conference. [1]</li> </ul> <u>How a restorative justice conference operates: (AO1)</u> <ul style="list-style-type: none"> <li>The victim explains to the offender the impact that the crime has had on them (which may include financial, psychological, physical impacts), such as the manager of the pharmacy being scared to go to work. [1]</li> </ul> <u>Context: (AO2)</u> <ul style="list-style-type: none"> <li>This should be effective in reducing Layla's reoffending (particularly as a first time offender) because by making her aware of the personal consequences of her crime she may empathise with the victim and think twice before committing a similar crime in the future. [1]</li> <li>Any other appropriate point.</li> </ul>
<b>1 mark:</b> Clear explanation of how a restorative justice conference operates. (AO1)		
<b>1 mark:</b> The explanation of a restorative justice conference works is explicitly outlined in the context of reducing Layla's offending behaviour. (AO2)		
<b>0 marks:</b> No creditworthy response.		

<b>Q5(c)</b> Suggest <b>one</b> reason why imprisonment may increase Layla's offending behaviour. Use a relevant example of criminal behaviour to support your answer. <b>[3]</b>		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
<b>1 mark:</b> One reason why imprisonment may increase Layla's offending behaviour is suggested.	<b>AO2 x3</b>	<u>Candidates might suggest <b>one</b> of the following reasons:</u> <ul style="list-style-type: none"> <li>Due to Layla being exposed to more criminals in prison [1] she may learn more techniques for crime through social learning/observational learning. This theory suggests that criminal behaviour is learned through observation and imitation of others. [1] Layla may witness/learn new techniques for crime, such as if she sees other prisoners stealing from others whilst in prison, or she may even learn how to commit new types of crime, such as violence or assault by witnessing other prisoners engaging in such behaviour. [1]</li> <li>Due to Layla being exposed to more criminals in prison [1] she may learn not just the techniques for crime, but also the beliefs and values [1] (that relate to crime as suggested by Sutherland's differential association hypothesis). If Layla associates herself with other prisoners who have pro-crime attitudes, she may start to internalise their beliefs, such as 'crime pays'. [1]</li> <li>Any other appropriate point.</li> </ul>
<b>1 mark:</b> The suggested reason is further outlined/elaborated.		
<b>1 mark:</b> The suggested reason is supported with a relevant example of criminal behaviour.		
<b>0 marks:</b> No creditworthy response.		



<b>Q6(a)</b> Outline <b>one</b> way that juries can be persuaded by the characteristics of a witness or defendant in the courtroom. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> One way juries can be persuaded by the characteristics of a witness or defendant in the courtroom is identified (e.g. attractiveness, confidence, ethnicity, race, accent).	<b>AO1 x3</b>	<p><u>Possible answers:</u></p> <ul style="list-style-type: none"> <li>Juries can be persuaded by the attractiveness of a witness/defendant [1]. Witnesses who are deemed to be attractive are more likely to be believed by the jury (due to the halo effect). [1] If the attractive witness is the victim of the crime, the jury will be more likely to reach a guilty verdict. [1]</li> <li>Juries can be persuaded by a witness/defendant's accent [1]. Witnesses with a Brummie accent for example, may be seen to be more working class and likely to commit crime than someone with a RP accent. [1] If a defendant has a Brummie accent, the jury will be more likely to reach a guilty verdict. [1]</li> <li>Any other appropriate point.</li> </ul> <p><b>NB.</b> The named features on the specification are attractiveness, confidence and ethnicity, and race/accents are investigated in Dixon et al.'s study, but any other relevant characteristic should be credited.</p>
<b>1 mark:</b> The identified characteristic is outlined/further elaborated (e.g. how the characteristic acts to persuade the jury).		
<b>1 mark:</b> The effect that the characteristic has on persuading the jury is stated (e.g. how the jury's behaviour is affected).		
<b>0 marks:</b> No creditworthy response.		

<b>Q6(b)</b> State what inadmissible evidence means <b>and</b> outline <b>one</b> way juries can be persuaded by it in the courtroom. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> Clearly stating what inadmissible evidence means.	<b>AO1 x3</b>	<u>Possible answers:</u> <ul style="list-style-type: none"> <li>Inadmissible evidence is any evidence that is not allowed to be presented in court/to the jury. [1] Inadmissible evidence influences a jury because even though they have been instructed by the judge to disregard a piece of evidence, they have still heard/seen it so will influence how they think about the case in some way. [1] By instructing them to ignore it, juries may consider the piece of inadmissible evidence even more, which could increase the likelihood of them reaching a guilty verdict if it is an incriminating piece of evidence (or reaching a not guilty verdict if it is evidence in support of the defendant). [1]</li> <li>Any other appropriate point.</li> </ul>
<b>1 mark:</b> One way inadmissible evidence acts to persuade the jury is outlined.		
<b>1 mark:</b> The effect that inadmissible evidence has on persuading the jury is outlined (e.g. how the jury's behaviour is affected).		
<b>0 marks:</b> No creditworthy response.		

Q7 Explain <b>one</b> way the key research by Raine et al. (1997) relates to the reductionism-holism debate. Use an example from the study to support your answer. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
<b>1 mark:</b> An understanding of the reductionism-holism debate is demonstrated.	<b>AO1 x3</b>	<p><u>Possible ways to demonstrate understanding of the reductionism-holism debate:</u></p> <ul style="list-style-type: none"> <li>▪ The reductionism position suggests that behaviour is best explained by being broken down into its constituent parts / a single factor. [1]</li> <li>▪ The holism position suggests that behaviour is the result of the interaction between different factors or influences / looks at the complex interactions between environment and biological causes to explain behaviour. [1]</li> </ul> <p><u>Explaining the link between of Raine et al.'s study and the reductionism-holism debate:</u></p> <ul style="list-style-type: none"> <li>▪ Raine et al.'s study supports reductionism through the idea of levels of activity in different regions of the brain (e.g. the amygdala) being the simplest factor explaining criminality. [1]</li> <li>▪ Raine et al.'s study supports holism because regions of the brain interact with wider social or environmental circumstances to influence behaviour. [1]</li> </ul> <p><u>Example from Raine et al.'s study:</u></p> <ul style="list-style-type: none"> <li>▪ Raine et al.'s showed different levels of activity in different brain such regions such as the amygdala as being the basic biological component that leads some people to commit crimes. [1]</li> <li>▪ Raine mentions how environmental triggers can switch on or off the biological predispositions for criminality. [1]</li> <li>▪ Any other appropriate point for any of the above.</li> </ul> <p>NB. Responses may refer to Raine et al.'s research relating to either the reductionism position or the holism position (as with this particular study there are arguments for both).</p>
<b>1 mark:</b> Clearly explaining one way Raine et al.'s study relates to the reductionism-holism debate.		
<b>1 mark:</b> Using an example or relevant detail from Raine et al.'s study to demonstrate how the reductionism-holism debate was reflected in this study.		
<b>0 marks:</b> No creditworthy response.		

Q8* Discuss the validity of research into psychology in the courtroom. Use your psychological knowledge to support your answer with appropriate examples. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. There is effective use of psychological examples to support most points.	<b>7-8 marks</b> The response shows an <b>excellent</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach reasoned conclusions. A <b>range of points</b> will be discussed that will be <b>clear, accurate</b> and <b>detailed throughout</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	In discussing the validity of research into in the courtroom, candidates can be expected to explore ways in which such research (e.g. Dixon et al. (2002) may lack validity as well as ways in which it may be valid.  <u>Relevant points could centre on:</u> <ul style="list-style-type: none"> <li>Ecological validity (e.g. how mock trial research doesn't reflect 'real life' – lack of emotion, lack of consequences, short trial times, evidence not presented by live witnesses, etc.)</li> <li>Population validity – research tends to make use of student samples which don't reflect the diversity of a real jury.</li> <li>Control of extraneous variables increases internal validity/cause and effect relationships between say, characteristics of defendants and guilty verdicts given.</li> <li>Use of self-report to collect data decreases validity – participants more likely to give socially desirable answers – e.g. they may not want to admit to how they judge defendants based on factors other than evidence.</li> <li>Experimental design (e.g. how order effects, demand characteristics, etc. can reduce validity).</li> <li>Any other appropriate point.</li> </ul>
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. There is good use of psychological examples to support most points.	<b>5-6 marks</b> The response shows a <b>good</b> ability to analyse, interpret and evaluate scientific information, ideas and to make judgements and reach conclusions. A <b>range of points</b> will be discussed that will be <b>clear, generally accurate</b> and <b>mainly detailed</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	<b>2 marks</b> The response shows <b>limited</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There is an attempt to use psychological examples to support some points.	<b>3-4 marks</b> The response shows a <b>limited</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may <b>sometimes be clear</b> but <b>contain inaccuracies</b> and <b>lack detail</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	<b>1 mark</b> The response shows <b>basic</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of psychological examples to support points.	<b>1-2 marks</b> The response shows a <b>basic</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised are <b>unclear, inaccurate</b> and <b>not detailed</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>	
	<b>0 marks</b> - No creditworthy response.	<b>0 marks</b> – No creditworthy response.	

**Section C: Options**  
**OPTION 1 Child psychology**

<b>Q9</b> Outline <b>one</b> reason why the research by Ainsworth and Bell (1970) into the development of attachment lacks generalisability. Use an example from the study to support your answer. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> An understanding of generalisability is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	<b>AO1 x3</b>	<u>Possible ways to demonstrate understanding of generalisability:</u> <ul style="list-style-type: none"> <li>Generalisability is the ability to apply the findings from a study to the target population/beyond the participants in the research. [1]</li> </ul>
<b>1 mark:</b> Clear explanation of why Ainsworth and Bell's (1970) study lacks generalisability.		<u>Explaining the link between of Ainsworth and Bell's study and generalisability:</u> <ul style="list-style-type: none"> <li>Ainsworth and Bell's study may not be generalisable to families from other ethnicities/cultures that weren't part of the sample, as their attachments and upbringing may be formed differently. [1]</li> <li>OR Ainsworth and Bell's study may not be generalisable to families with higher/lower socio-economic status as their attachments and upbringing may be formed differently. [1]</li> </ul>
<b>1 mark:</b> Using a specific example or relevant detail from Ainsworth and Bell's (1970) study to demonstrate why the study lacks generalisability.		<u>Example from Ainsworth and Bell's study:</u> <ul style="list-style-type: none"> <li>Ainsworth and Bell only used babies from white families in the USA for their study. [1]</li> <li>OR Ainsworth and Bell only used babies from middle-class families in their study. [1]</li> </ul>
<b>0 marks:</b> No creditworthy response.		<ul style="list-style-type: none"> <li>Any other appropriate point for any of the above.</li> </ul>

<b>Q10</b> Suggest <b>one</b> way that Ben's risk-taking behaviour could be reduced. In your answer, explain how your suggestion would be used with Ben <b>and</b> why it would be effective. <b>[5]</b>		
<b>Marking Criteria [3+2]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>How the strategy would be used:</b>	<b>AO2 x5</b>	<p><u>Possible strategies and how they would be used:</u></p> <ul style="list-style-type: none"> <li>Use of graduated driver licensing schemes [1] - There could be restrictions made on Ben's license so that he can only have one other passenger of a similar age or there needs to be an adult over the age of 25 in the car if more than one other teenage passenger will be present. [1] There should also be increased fines and penalty points given in the first three years from passing his driving test. [1]</li> <li>Ben's risk-taking behaviour can be reduced with the use of education in his college. [1] They could provide informative assemblies for sixth form students that educate Ben and his peers about the dangers of drug taking and other risky behaviour. [1] E.g. having an external speaker who has recovered from drug addiction or a car accident who could provide a real perspective and balanced view of the risks involved. [1]</li> </ul> <p><u>Possible explanations as to why the strategy would be effective:</u></p> <ul style="list-style-type: none"> <li>One of the biggest factors that leads to risky driving is the presence of other teenagers and peer pressure to drive fast or recklessly so the presence of Ben's teenage friends may cause him to want to show off to gain respect from his peers. Therefore, reducing the number of teenage passengers to one will limit the pressure he may feel to drive irresponsibly / The presence of an adult over the age of 25 (when the pre-frontal cortex should have matured) will also help to mitigate the peer pressure and hopefully they would intervene if Ben's driving was risky. [1+1]</li> </ul>
<b>1 mark:</b> A relevant way (i.e. a strategy or technique) to reduce Ben's risk-taking behaviour is identified/named.		
<b>1 mark:</b> The identified way to reduce Ben's risk-taking behaviour is outlined/further elaborated.		
<b>1 mark:</b> The identified way to reduce risk-taking behaviour is explicitly outlined in the context of Ben's behaviour.		
<b>Why the strategy would be effective:</b>		
<b>1 mark:</b> A clear explanation (based on psychological ideas/evidence) for why the strategy would be effective for Ben is given.		
<b>1 mark:</b> The explanation for why the strategy would be effective is explicitly outlined in the context of Ben's behaviour.		
<b>0 marks:</b> No creditworthy response.		

		<ul style="list-style-type: none"><li>▪ Ben's teenage brain is not fully developed to calculate risks accurately. The more education and information he has about the benefits and risks of certain behaviours, the more likely he is to make better choices and reduce his risk-taking behaviours such as drug taking and dangerous driving / The use of role models who have experienced similar situations that they have been in will help to get the message across as teenagers like Ben will be more able to relate to them than their teachers. [1+1]</li><li>▪ Any other appropriate point.</li></ul>
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Q11* Discuss the nature-nurture debate in relation to the topic of perceptual development. Use your psychological knowledge to support your answer with appropriate examples. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. There is effective use of psychological examples to support most points.	<b>7-8 marks</b> The response shows an <b>excellent</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach reasoned conclusions. A <b>range of points</b> will be discussed that will be <b>clear, accurate and detailed throughout</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	In discussing the nature-nurture debate in relation to the topic of perceptual development, candidates can be expected to explore ways in which the topic may show evidence of supporting nature and ways in which it may show evidence of supporting nurture.  <u>Relevant points could centre on:</u> Support for nature explanations <ul style="list-style-type: none"> <li>▪ Gibson and Walk showed animals such as chicks and lambs displayed depth perception from birth.</li> <li>▪ Depth perception was shown across many species in this study which suggests a biological/innate element.</li> <li>▪ Shape/size/colour constancies are perceived similarly in humans.</li> </ul> Support for nurture explanations: <ul style="list-style-type: none"> <li>▪ Babies tested by Gibson and Walk had already experienced depth cues in the environment by the time they were tested.</li> <li>▪ Dark reared kittens could not perceive depth when first exposed to light but could do within a week, showing they learned depth cues.</li> <li>▪ Strategies such as SIT or play strategies can support children to develop perception, suggesting a learning/nurture element.</li> <li>▪ Any other appropriate point.</li> </ul>
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. There is good use of psychological examples to support most points.	<b>5-6 marks</b> The response shows a <b>good</b> ability to analyse, interpret and evaluate scientific information, ideas and to make judgements and reach conclusions. A <b>range of points</b> will be discussed that will be <b>clear, generally accurate and mainly detailed</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	<b>2 marks</b> The response shows <b>limited</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There is an attempt to use psychological examples to support some points.	<b>3-4 marks</b> The response shows a <b>limited</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may <b>sometimes be clear</b> but <b>contain inaccuracies and lack detail</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	<b>1 mark</b> The response shows <b>basic</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of psychological examples to support points.	<b>1-2 marks</b> The response shows a <b>basic</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised are <b>unclear, inaccurate and not detailed</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>	
	<b>0 marks</b> - No creditworthy response.	<b>0 marks</b> – No creditworthy response.	



**OPTION 2 Environmental psychology**

<b>Q12</b> Outline <b>one</b> reason why the research by Elsadek et al. (2020) into the psychological effects of the built environment lacks generalisability. Use an example from the study to support your answer. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> An understanding of generalisability is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	<b>AO1 x3</b>	<u>Possible ways to demonstrate understanding of generalisability:</u> <ul style="list-style-type: none"> <li>Generalisability is the ability to apply the findings from a study to the target population/beyond the participants in the research. [1]</li> </ul>
<b>1 mark:</b> Clear explanation of why Elsadek et al.'s (2020) study lacks generalisability.		<u>Explaining the link between of Elsadek et al.'s study and generalisability:</u> <ul style="list-style-type: none"> <li>Elsadek's study may not be generalisable to male workers as their experiences of work-related stress and the impact of the environment on their physical and mental health may be different to females (due to biological or social differences). [1]</li> <li>OR Elsadek's study may not be generalisable to participants from other ethnicities/cultures that weren't part of the sample, as their upbringing and social expectations may be different. [1]</li> </ul>
<b>1 mark:</b> Using a specific example or relevant detail from Elsadek et al.'s (2020) study to demonstrate why the study lacks generalisability.		<u>Example from Elsadek's study:</u> <ul style="list-style-type: none"> <li>Elsadek's study only used female participants in this study of green space and wellbeing. [1]</li> <li>OR Elsadek's study only used Chinese participants who were female and worked in the financial services industry. [1]</li> </ul>
<b>0 marks:</b> No creditworthy response.		<ul style="list-style-type: none"> <li>Any other appropriate point for any of the above.</li> </ul>

Q13 Suggest <b>one</b> way that the effects of a disrupted biological rhythm on Sam could be reduced. In your answer, explain how your suggestion would be used with Sam <b>and</b> why it would be effective. [5]		
Marking Criteria [3+2]	AO/ Marks	Indicative Content
<b>How the strategy would be used:</b>	<b>AO2 x5</b>	<u>Possible strategies and how they would be used:</u> <ul style="list-style-type: none"> <li>The use of phototherapy [1] - Sam should use a light box before their shift starts to help adjust to being awake for a night shift. [1] They should also use the lightbox when they wake up for their day off. Conversely, they should avoid bright lights just before they need to go to sleep. [1]</li> <li>Schedule changes [1] could support Sam to reduce the effects of shift work on their biological rhythms. A phase delay strategy for the schedule of shifts at work means altering the pattern of shifts so they rotate in a forward direction every 21 days [1], e.g. Sam would work a morning shift for 3 weeks, then evening shifts for 3 weeks, then night shifts for 3 weeks. [1]</li> </ul> <u>Possible explanation as to why the strategy would be effective:</u> <ul style="list-style-type: none"> <li>The circadian rhythm is linked to the sleep-wake cycle and is affected by the presence/absence of light. Light emitted from the light box will be detected by Sam's eyes and help them feel more awake and alert during the night shift and the absence of light at bedtime will help Sam to fall asleep. [1+1]</li> <li>Phase delay strategies are easier for the body to adapt to than phase advance and it is believed that this is due to the natural circadian rhythm being longer than 24 hours and so staying awake for longer is easier than going to sleep earlier. Also, the longer that Sam does a particular shift pattern (e.g. 21 days), the more likely that the biological rhythm will adjust to this new sleep-wake cycle which in turn will reduce the negative effects that Sam is experiencing. [1+1]</li> <li>Any other appropriate point.</li> </ul>
<b>1 mark:</b> A relevant way (i.e. a strategy or technique) to reduce the impact of a disrupted biological rhythm on Sam is identified/named.		
<b>1 mark:</b> The identified way to reduce the impact of a disrupted biological rhythm on Sam is outlined/further elaborated.		
<b>1 mark:</b> The identified way to reduce the impact of a disrupted biological rhythm on Sam is explicitly outlined in the context of Sam's behaviour.		
<b>Why the strategy would be effective:</b>		
<b>1 mark:</b> A clear explanation (based on psychological ideas/evidence) for why the strategy would be effective for Sam is given.		
<b>1 mark:</b> The explanation for why the strategy would be effective is explicitly outlined in the context of Sam's behaviour.		
<b>0 marks:</b> No creditworthy response.		

Q14*: Discuss the individual-situational explanations debate in relation to the topic of recycling behaviour. Use your psychological knowledge to support your answer with appropriate examples. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. There is effective use of psychological examples to support most points.	<b>7-8 marks</b> The response shows an <b>excellent</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach reasoned conclusions. A <b>range of points</b> will be discussed that will be <b>clear, accurate</b> and <b>detailed throughout</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	In discussing the individual-situational explanations debate in relation to the topic of recycling behaviour, candidates can be expected to explore ways in which the topic may show evidence of both situational/individual explanations.  <u>Relevant points could centre on:</u> Support for situational explanations of recycling behaviour include: <ul style="list-style-type: none"> <li>▪ Prompts and signs that nudge people to recycle by providing a suggestion.</li> <li>▪ Ensuring proximity and availability of recycling areas, bins, bottle banks etc</li> <li>▪ Rewards for recycling, e.g. bottle deposit schemes where you are given money for returning recyclable bottles.</li> </ul> Support for individual explanations of recycling behaviour include: <ul style="list-style-type: none"> <li>▪ An individual's attitudes/views on recycling and environmental issues will impact their behaviour.</li> <li>▪ Having limited knowledge may impact whether they recycle.</li> <li>▪ Self-efficacy and confidence about how much control a person perceives they have over what they can do and the impact this will have globally may affect their recycling behaviour</li> <li>▪ Any other appropriate point.</li> </ul>
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. There is good use of psychological examples to support most points.	<b>5-6 marks</b> The response shows a <b>good</b> ability to analyse, interpret and evaluate scientific information, ideas and to make judgements and reach conclusions. A <b>range of points</b> will be discussed that will be <b>clear, generally accurate</b> and <b>mainly detailed</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	<b>2 marks</b> The response shows <b>limited</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There is an attempt to use psychological examples to support some points.	<b>3-4 marks</b> The response shows a <b>limited</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may <b>sometimes be clear</b> but <b>contain inaccuracies</b> and <b>lack detail</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	<b>1 mark</b> The response shows <b>basic</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of psychological examples to support points.	<b>1-2 marks</b> The response shows a <b>basic</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised are <b>unclear, inaccurate</b> and <b>not detailed</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>	
	<b>0 marks</b> - No creditworthy response.	<b>0 marks</b> – No creditworthy response.	

**OPTION 3 Sport and exercise psychology**

<b>Q15</b> Outline <b>one</b> reason why the research by why the research by Wunderlich et al. (2021) into audience effects lacks generalisability. Use an example from the study to support your answer. <b>[3]</b>		
<b>Marking Criteria [1+1+1]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>1 mark:</b> An understanding of generalisability is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	<b>AO1 x3</b>	<p><u>Possible ways to demonstrate understanding of generalisability:</u></p> <ul style="list-style-type: none"> <li>Generalisability is the ability to apply the findings from a study to the target population/beyond the participants in the research. [1]</li> </ul> <p><u>Explaining the link between of Wunderlich's study and generalisability:</u></p> <ul style="list-style-type: none"> <li>Wunderlich et al.'s (2021) study may not be generalisable to female football teams, and their performance with and without spectators may be different. [1]</li> <li>OR Wunderlich et al.'s (2021) study may not be generalisable to other types of sport that traditionally have spectators as the players and referees/umpires etc., may act differently in front of an audience compared to in European football matches. [1]</li> </ul> <p><u>Example from Wunderlich's study:</u></p> <ul style="list-style-type: none"> <li>Wunderlich et al. (2021) only analysed data from football matches played by male football teams during 2020. [1]</li> <li>OR Wunderlich et al. (2021) only analysed data from European football matches that were played in 2020. [1]</li> <li>Any other appropriate point for any of the above.</li> </ul>
<b>1 mark:</b> Clear explanation of why Wunderlich et al.'s (2021) study lacks generalisability.		
<b>1 mark:</b> Using a specific example or relevant detail from Wunderlich et al.'s (2021) study to demonstrate why the study lacks generalisability.		
<b>0 marks:</b> No creditworthy response.		

<b>Q16</b> Suggest <b>one</b> way that the mental health of Jane's employees could be improved using exercise. In your answer, explain how your suggestion would be used with Jane's employees <b>and</b> why it would be effective. <b>[5]</b>		
<b>Marking Criteria [3+2]</b>	<b>AO/ Marks</b>	<b>Indicative Content</b>
<b>How the strategy would be used:</b>	<b>AO2 x5</b>	<p><u>Possible strategies and how they would be used:</u></p> <ul style="list-style-type: none"> <li>▪ Jane could provide a free group exercise class [1] for her employees that takes place during the workday at the same time and location each week. Her employees would have the time to take part and it would not cost them any money to participate which may encourage more to attend. [1] This could be a yoga class that allowed for all levels of experience and ability. [1]</li> <li>▪ Jane could provide a free green exercise class [1] or make time available during the workday for her employees to exercise. [1] This could be as simple as scheduling a team walk outside after their lunchbreak where no qualified instructor is required. [1]</li> </ul> <p><u>Possible explanations as to why the strategy would be effective:</u></p> <ul style="list-style-type: none"> <li>▪ Providing a weekly exercise class can help increase social interactions that will improve mood and may also lead to more connections within the team / Repeated attendance can lead to improvements in performance of the exercises which in turn will allow her employees to feel more confident and resilient which in turn will support their mental health. [1+1]</li> <li>▪ Jane's employees will benefit from being given time to walk outside as this will ensure they are taking time away from their desks to be outside in nature. Being in nature reduces stress and anxiety and generally improves mood. This necessary change of scenery will support Jane's employees' mental health at work. [1+1]</li> <li>▪ Any other appropriate point.</li> </ul>
<b>1 mark:</b> A relevant way (i.e. a strategy or technique) to improve the mental health of Jane's employees is identified/named.		
<b>1 mark:</b> The identified way to improve the mental health of Jane's employees is outlined/further elaborated.		
<b>1 mark:</b> The identified way to improve the mental health of Jane's employees is explicitly outlined in the context of their behaviour.		
<b>Why the strategy would be effective:</b>		
<b>1 mark:</b> A clear explanation (based on psychological ideas/evidence) for why the strategy would be effective for Jane's employees is given.		
<b>1 mark:</b> The explanation for why the strategy would be effective is explicitly outlined in the context of their behaviour.		
<b>0 marks:</b> No creditworthy response.		

Q17*: Discuss the freewill-determinism debate in relation to the topic of motivation in sport. Use your psychological knowledge to support your answer with appropriate examples. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. There is effective use of psychological examples to support most points.	<b>7-8 marks</b> The response shows an <b>excellent</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach reasoned conclusions. A <b>range of points</b> will be discussed that will be <b>clear, accurate and detailed throughout</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	In discussing the freewill-determinism debate in relation to the topic of motivation in sport, candidates can be expected to explore ways in which the topic may show evidence of both freewill/determinism explanations.  <u>Relevant points could centre on</u> Support for freewill explanations: <ul style="list-style-type: none"> <li>▪ Athletes have the ability to choose to use imagery techniques to enhance their motivation and performance.</li> <li>▪ Not all athletes do improve with the use of imagery and therefore some may lack the motivation to try which is their personal decision.</li> <li>▪ Athletes can use a sport orientation questionnaire to measure their sport-specific motivation and use the results to self-reflect on how to improve.</li> </ul> Support for deterministic explanations: <ul style="list-style-type: none"> <li>▪ Motivation can be linked to self-efficacy and therefore, athletes who are naturally good at particular sports will be more motivated.</li> <li>▪ Strategies such as imagery have been shown to improve motivation and performance.</li> <li>▪ Personality factors in motivation as some athletes have a more positive mindset (i.e. biological determinism).</li> <li>▪ Upbringing and past experience can cause someone to have higher levels of motivation.. (i.e. environmental determinism).</li> <li>▪ Any other appropriate point.</li> </ul>
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. There is good use of psychological examples to support most points.	<b>5-6 marks</b> The response shows a <b>good</b> ability to analyse, interpret and evaluate scientific information, ideas and to make judgements and reach conclusions. A <b>range of points</b> will be discussed that will be <b>clear, generally accurate and mainly detailed</b> . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	<b>2 marks</b> The response shows <b>limited</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There is an attempt to use psychological examples to support some points.	<b>3-4 marks</b> The response shows a <b>limited</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may <b>sometimes be clear</b> but <b>contain inaccuracies and lack detail</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	<b>1 mark</b> The response shows <b>basic</b> relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of psychological examples to support points.	<b>1-2 marks</b> The response shows a <b>basic</b> ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised are <b>unclear, inaccurate and not detailed</b> . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>	
	<b>0 marks</b> - No creditworthy response.	<b>0 marks</b> – No creditworthy response.	

## H569/03 Assessment Objectives Grid

Q	Assessment Objectives														Total mark	Recall	QoER
	AO1		AO2								AO3						
	AO1.1a	AO1.1b	AO2.1a	AO2.1b	AO2.1c	AO2.1d	AO2.1e	AO2.1f	AO2.1g	AO2.1h	AO3.1a	AO3.1b	AO3.2a	AO3.2b			
1a	2		1												3	1	
1b	2		1												3		
1c			3												3		
2	3														3		
3		2											2	2	6		
4	4										4	4			12		*
5a	2		1												3		
5b	2		1												3		
5c			3												3		
6a	3														3		
6b	3														3		
7	3														3		
8		4									4	4			12		*
9/12/15		3													3		
10/13/16					5										5		
11/14/17	4										4	4	2	2	12		*
	28	9	10	0	5	0	0	0	0	0	12	12	2	2	80	1	3 Qs
	37		15								28						