

GCE

Psychology

H567/03: Applied psychology

A Level

Mark Scheme for June 2024

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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

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION 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 Assessor 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 Assessor 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.

- The RM Assessor **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.
- 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.
- 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
	Correct
	Development/explanation/elaboration of point
	Incorrect
	Unclear
	Something contradictory
	Missing information
	Context
	Application to the source
	Good use of research
	Evaluation
	Not answering question
	Benefit of doubt given
	Irrelevant
	Seen (to show content on a page has been noted, but not credited)
	Highlighter tool

LEVELS OF RESPONSE – LEVEL DESCRIPTORS

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

USING THE MARK SCHEME

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

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

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

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

INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

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

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

- **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
- **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
- **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

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

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

Section A: Issues in mental health

Question	Answer	Marks	Guidance
1 (a)	<p>Outline two historical views of mental illness.</p> <p>AO1 (6 marks) Candidates will demonstrate knowledge and understanding by accurately outlining two historical views of mental illness. Examples of creditworthy historical views of mental illness include:</p> <p>Demonic possession/witchcraft Possession by evil spirits/Demons/devil Hysteria, Epilepsy, erratic behaviour Trepanning or burning</p> <p>The four humours An imbalance in yellow bile, black bile, blood and phlegm Melancholia Bloodletting, leeches</p> <p>Moral treatment Stressors/psyche/emotions Calm/routine/therapeutic relationship Exercise in the open air</p> <p>Punishment from god(s) Psychotic and neurotic illnesses Prayer/confession Exorcism (beating, restraint, etc)</p> <p>Psychosurgery Lobotomy ECT</p> <p>Early generations of drug therapy (pre-1960) Behaviourist Psychodynamic Other appropriate responses should be credited.</p>	6	<p>5-6 marks – Response demonstrates good relevant knowledge and understanding. Accurate and detailed description of two historical views of mental illness.</p> <p>3-4 marks – Response demonstrates reasonable relevant knowledge and understanding. Accurate and detailed description of one historical view of mental illness or more limited description of two historical views of mental illness.</p> <p>1-2 mark – Response demonstrates limited relevant knowledge and understanding. Limited description of one historical view of mental illness lacking in detail (e.g., just identified). Or two historical views identified.</p> <p>0 marks – No creditworthy response.</p> <p>For each historical view candidates are likely to:</p> <ul style="list-style-type: none"> • Identify each historical view • Develop it further in general terms • Include some fine detail (context) specifically from that historical view • <p>For answers to be creditworthy, they must involve outlining of historical views of mental illness (i.e. views held or developed before 1960). Views of mental illness can include explanations and/or treatments.</p> <p>Views of mental illness that are not creditworthy as 'historical' include CBT, humanistic, and neurotransmitter-based explanations or treatments.</p> <p>If more than two historical views of mental illness are outlined, credit the first two.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>The key research by Gottesman et al. (2010) involved analysis of data from the Danish Psychiatric Central Register.</p> <p>What were Gottesman et al. (2010) trying to find out?</p> <p>AO1 (3 marks) Candidates will demonstrate knowledge and understanding by accurately outlining what Gottesman et al (2010) were trying to find out in their study.</p> <p>Answers can be expected to emphasise:</p> <ul style="list-style-type: none"> the likelihood of people developing mental illness (specifically schizophrenia and/or bipolar disorder) the likelihood of developing other mental disorders (linked to genetic overlap) how mental illness can depend on whether both of their parents, one of their parents, or neither of their parents had this disorder. the age of onset of disorders. <p>Other appropriate responses should be credited.</p>	3	<p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> 1 mark = the <i>likelihood/probability/percentage</i> (etc) of developing mental illness (or <i>could be diagnosed with/ vulnerable to, at risk</i>, etc.) 1 mark = context (e.g. link to <i>schizophrenia and/or bipolar disorder</i>, or comparative groups [e.g. one parent, both parents, no parents], or finding, etc.) 1 mark = reference to the transmission mechanism being <i>biological/genetic/hereditary/inherited</i> (etc) ["from their parents" is too vague] <p>0 marks – no creditworthy response</p>

Question		Answer	Marks	Guidance
2	(b)	<p>Outline one strength of Gottesman et al. (2010) conducting their research through analysis of data in this register.</p> <p>AO1 (1 marks) Candidates will demonstrate knowledge and understanding by commenting accurately on the use of data from the Danish Psychiatric Central Register.</p> <p>AO3 (2 marks) Candidates will demonstrate the skill of evaluation through clear and accurate outlining of one strength of Gottesman et al (2010) using this register as the basis of their research.</p> <p><u>Relevant strengths could include:</u></p> <ul style="list-style-type: none"> • The ability to analyse data for a very large group of people (linking to reliability and/or population validity). • The relatively straightforward ‘desktop’ nature of the research. • The generation of quantitative data enabling comparison between disorders. • Ethics (to do with not having physical participants in need of debriefing, protection from harm, confidentiality being respected, etc.) • The ability to analyse data relating to a lengthy period of time. • The fact that in Denmark this register would include all people receiving a diagnosis and that it could be linked to the Danish Civil Registration System, etc. • It links to real-world data / is ecologically valid • It involves collection of secondary data <p>Other appropriate responses should be credited.</p>	3	<p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark = identification of the strength (what it is) <i>Plus</i> • 1 mark = location of the strength in the context of the study (an example of this from the study) • 1 mark = development of the strength (i.e. “so what?”; why/in what way is it a strength?) <p>0 marks – No creditworthy response.</p> <p>If more than one strength is outlined, mark and credit the first strength.</p> <p>Saying “it is reliable” (or equivalent) is not enough for the candidate to be identifying a strength; this must be added to (e.g. “it is externally reliable”, or “it is open to test-retest reliability”) for the first mark to be awarded.</p>

Question		Answer	Marks	Guidance
2	(c)	<p>Outline one weakness of Gottesman et al. (2010) conducting their research through analysis of data in this register.</p> <p>AO1 (1 marks) Candidates will demonstrate knowledge and understanding commenting accurately on the use of data from the Danish Psychiatric Central Register.</p> <p>AO3 (2 marks) Candidates will demonstrate the skill of evaluation through clear and accurate outlining of one weakness of Gottesman et al (2010) using this register as the basis of their research.</p> <p><u>Relevant weaknesses could include:</u></p> <ul style="list-style-type: none"> • The sheer volume of data to analyse. • The question of how far Denmark is representative of other countries with regard to diagnosis of mental illness. • The question of whether all diagnoses will have been valid. • Not all people with a disorder will have received a diagnosis. • The absence of any qualitative data. • The way ICD was updated during the time period analysed. • Difficulties of drawing conclusions about the extent to which familiarity can be attributed to genetic factors, etc. • It involves collection of secondary data <p>Other appropriate responses should be credited.</p>	3	<p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark = identification of the weakness (what it is) <i>Plus</i> • 1 mark = location of the weakness in the context of the study (an example of this from the study) • 1 mark = development of the weakness (i.e. “so what?”; why/in what way is it a weakness?) <p>0 marks – No creditworthy response.</p> <p>If more than one weakness is outlined, mark and credit the first weakness.</p> <p>Do not credit lack of consent as a weakness.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Orla is a researcher working in the Psychology department of a university. She works with a range of different therapists. Orla thinks that non-biological treatments of mental illness are effective and she wants to conduct some research into their effectiveness to find out whether she is correct.</p> <p>Identify and describe one non-biological treatment of a disorder that Orla could consider for her research. [4]</p> <p>AO2 (4 marks) Candidates should apply their knowledge and understanding of non-biological treatment by identifying and describing one such treatment that Orla could use in her investigation. Candidates are likely to refer to:</p> <ul style="list-style-type: none"> • Exposure-based therapies such as systematic desensitisation or flooding • Aversion therapy • Cognitive behavioural therapies (CBT) • Client-centred therapy/psychotherapy. <p>Treatment must be non-biological.</p>	4	<p>Award marks as follows for the <u>identification</u> of the treatment: 1 mark – accurate identification of one non-biological treatment of mental illness that Orla could consider for her research.</p> <p>Award marks as follows for the <u>description</u> of the treatment: 3 marks – Good application of non-biological treatment that Orla could investigate the effectiveness of.</p> <p>2 marks – Reasonable application of a non-biological treatment that Orla could investigate the effectiveness of</p> <p>1 mark – Limited application of a non-biological treatment that Orla could investigate the effectiveness of</p> <p>0 marks – no creditworthy response</p> <p>The non-biological treatment needs to be identified and described in the context of the question (i.e., as a treatment that Orla could investigate the effectiveness of). The treatment that is described needs to reflect the treatment that is identified for the description marks to be accessible. The first treatment identified must be credited.</p> <p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark = identify a non-biological treatment (e.g. systematic desensitisation) • 1-3 marks a description of what the non-biological treatment would involve in practice (e.g. drawing up a fear hierarchy; learning relaxation techniques; pairing a relaxation response with each stimulus in the hierarchy); one of these marks could potentially be for the psychology behind the treatment (in terms of how/why it can be expected to work, such as through developing positive associations) or for the outcome from it (e.g. in terms of overcoming a negative association). <p>If the treatment can't be confirmed to be non-biological (e.g. "give them therapy"), then this is not creditworthy.</p>

Question	Answer	Marks	Guidance
3 (b)	<p>Explain how Orla could investigate the effectiveness of this non-biological treatment of mental illness. [6]</p> <p>AO2 (6 marks) Candidate should apply their knowledge and understanding of the research process to the context of the question. They can be expected to outline an appropriate way in which Orla could investigate the effectiveness of this treatment.</p> <p>Suggestions are likely to centre on an experiment (e.g., with an experimental condition receiving the non-biological treatment and one or more control conditions receiving no treatment and/or a biological treatment) but could equally centre on the use of self-report or observation either as research methods, or as ways of collecting data within an experiment. The longitudinal approach could feature as could case studies, interviews with different therapists, or carrying out a review study.</p> <p>Better answers will contain increasing levels of detail about how Orla could investigate the effectiveness of the non-biological treatment. For example, reference could be made to the sample of participants and/or the sampling technique, to any independent variable, and/or how data could be obtained that could enable Orla to draw conclusions about the effectiveness of the non-biological treatment. The best answers will be fully contextualised to this scenario (i.e. to investigating the effectiveness of a non-biological treatment of mental illness).</p> <p>Other appropriate responses should be credited.</p>	6	<p>Marks can be awarded as follows:</p> <ul style="list-style-type: none"> 1-2 marks = the methodology/procedure to be used (1 mark for identification of this; 2nd mark for description of it, which may include reference to the measure being taken twice [before and after the intervention]) 1-2 marks = the sample of participants to be studied (1 mark for some detail about this such as the sample size, or ages, gender or occupations of participants; 1 mark for placing this in the context of the proposed study such as by identifying the mental illness the participants have been diagnosed with) 1-2 marks = the way the effectiveness of the non-biological treatment will be measured (1 mark for identifying this; the 2nd mark for elaborating on this – e.g., by giving detail about the precise question to be asked, observable behaviour to be seen, diagnostic measure to be taken, qualitative feedback to be listened out for, or coming up with more than one way of measuring, etc.) <p>0 marks – No creditworthy response.</p> <p>It is acceptable for the candidate to come up with an investigation that involves a combination of two or more methods as the question didn't ask for "one" way; marks should be awarded by adding together different creditworthy aspects from each of these.</p> <p>A maximum of 2 marks for answers where:</p> <ul style="list-style-type: none"> A different treatment from the one described in question 3(a) is being referred to. The treatment carried over from 3(b) is biological (so got zero marks in that question). It is unclear what the treatment is that Orla is investigating the effectiveness of. <p>These 2 marks (maximum) would be in relation to the sample of participants studied (i.e. the candidate can't get any marks for either methodology or measurement).</p> <p>If the answer in question 3a was unclear (e.g. "therapy") but now in question 3b it is made clear as a treatment that is non-biological (e.g. "humanistic therapy"), then in principle this can potentially access maximum marks.</p>

Question	Answer	Marks	Guidance
4	<p data-bbox="302 204 1077 268">To what extent can explanations of mental illness be considered socially sensitive?</p> <p data-bbox="302 308 510 339">AO1 (2 marks) Candidates should demonstrate knowledge and understanding of social sensitivity.</p> <p data-bbox="302 443 1144 571">AO3 (8 marks) Candidates should analyse, interpret and evaluate explanations of mental illness in relation to social sensitivity. Any relevant explanation of mental illness can be referred to.</p> <p data-bbox="302 611 707 643">Points that could be explored:</p> <ul data-bbox="302 651 1144 1026" style="list-style-type: none"> • The potential for workplace discrimination or for parents being blamed for their children’s mental disorders (whether through genetic or behavioural transmission). • Biological explanations of mental illness could be seen as socially sensitive if they lead to eugenicist government policies. • From the other side of the question, explanations of mental illness can be seen as less socially sensitive when they suggest the prospect of treatment • The reason for the mental illness could be argued to be beyond the control of the individual experiencing it. <p data-bbox="302 1066 1144 1265">Other appropriate responses should be credited. The injunction ‘to what extent’ invites consideration of how far explanations of mental illness are socially sensitive. To be able to access the top band, candidates must express a judgement about the extent to which explanations of mental illness are socially sensitive.</p>	10	<p data-bbox="1294 204 2112 403">9–10 marks – The response demonstrates good knowledge and understanding of social sensitivity. There is a good analysis of social sensitivity in relation to explanations 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 data-bbox="1294 443 2112 643">6–8 marks – The response demonstrates reasonable knowledge and understanding of social sensitivity. There is a reasonable discussion of social sensitivity in relation to explanations 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 data-bbox="1294 683 2112 882">3–5 marks – The response demonstrates limited knowledge and understanding of social sensitivity. There is a limited discussion of social sensitivity superficially related to explanations of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p data-bbox="1294 922 2112 1153">1–2 marks – The response demonstrates basic knowledge and understanding of social sensitivity. There is a basic discussion of social sensitivity which may not be in relation to explanations of mental illness. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p data-bbox="1294 1193 1794 1225">0 marks – No creditworthy response.</p> <p data-bbox="1294 1265 1391 1297">Notes:</p> <ul data-bbox="1294 1305 2085 1426" style="list-style-type: none"> • Historical explanations can be credited • Answers should be focused on the social sensitivity of <i>explanations</i> of mental illness (as opposed to the social sensitivity of empirical research)

				<ul style="list-style-type: none"> • Answers must be about <i>social sensitivity</i> (e.g. as opposed to ethics) • Answers need to relate to explanations (plural) to be able to access the top band • An accurate definition of social sensitivity alone can enable candidates to get up to 2 marks (for the AO1 part) <p>A good discussion point can be expected to do the following:</p> <ul style="list-style-type: none"> • Identify the explanation of mental illness being discussed • Identify who would be impacted by this explanation (i.e. the group of people it is sensitive for) • What the impact might be (i.e. how it could be socially sensitive for them) <p>Good answers can be expected to cover at least two such discussion points; however, to access the top (9-10) band, candidates must express a judgement about the <i>extent</i> to which explanations of mental illness are socially sensitive.</p>
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Question			Answer	Marks	Guidance
5	(a)	*	<p>Outline the key research by Barkley-Levenson and Galvan (2014) and explain what it tells us about brain development.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Barkley-Levenson and Galvan (2014). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/procedure) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Barkley-Levenson and Galvan to explain what it tells us about brain development. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How the researchers were able to see increased or decreased levels of activity in different brain regions when taking part in the gambling task • Note that the ventral striatum was where they saw relatively increased levels of activity in the left ventral striatum of the adolescents as expected value increased. • Explain how this may reflect neural support for necessary risk-taking behaviour among adolescents who are moving from dependence on caregivers to independence. <p>For answers to be placed in the top (9-10) band, they can be expected to go beyond this, such as by explaining the significance of the ventral striatum in particular (e.g. in relation to its role in emotional responses, especially the experiencing of pleasure) or by referring accurately to findings in relation to another region of the brain beyond the ventral striatum. Less detailed answers or answers that simply describe the study without explaining what it tells us about brain development will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

Question			Answer	Marks	Guidance
5	(b)	*	<p>Discuss whether research into pre-adult brain development is scientific.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of psychology as a science.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into pre-adult brain development in relation to psychology as a science.</p> <p>As well as referring to the key research, candidates can refer to research investigating brain development and the impact of this on risk-taking behaviour. Any relevant research is creditworthy. Candidates may refer to such features of science as:</p> <ul style="list-style-type: none"> • Replicability • Objectivity • Falsifiability • The use of controlled experiments • Manipulation of variables • Collection of quantitative data • Cause and effect • Standardised • Hypothesis testing <p>They may also argue that a study being biological is scientific (on the grounds that Biology is a science)</p> <p>Candidates may make claims about whether research within the topic area can be regarded as scientific. Points about psychology as a science need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2

Question			Answer	Marks	Guidance
5	(c)	*	<p>Outline at least one suggestion a psychologist, using their knowledge of brain development, might make to Emma about how to reduce risk-taking behaviours among students in the sixth form at her school.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy using knowledge of brain development to reduce risk-taking behaviours.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Application of operant conditioning (e.g., reinforcing non-risk-taking behaviour; punishing risk-taking behaviour) • Social learning theory (e.g., getting parents to model non-risk-taking behaviour in front of their children) • Dietary interventions (e.g., selling foods in the school canteen that are high in omega-3) • Application of the principles behind Graduated Driving Licence schemes so that students gain more freedoms in stages (e.g. parents could be advised to apply these in relation to their child learning to drive) • Making situational changes (e.g., lobbying for zebra crossings near the school) <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context 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>	10	PLEASE REFER TO APPENDIX 3

Question			Answer	Marks	Guidance
6	(a)	*	<p>Outline the key research by Memon and Higham (1999) and explain what it tells us about training police interviewers.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Memon and Higham (1999). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include detailed outline of the following features: - Identification of the research method used (i.e. a review) or its aim. - Outline of what the cognitive interview technique involves. - Outline of how the CIT was assessed (comparison to other interview techniques and/or measures of memory and/or citing of research into different components by other psychologists)</p> <p>A reasonable/Level 3 response will typically include 2 of the above features, or 3 but not in detail A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Memon and Higham. The explanation of what it tells us about training police interviewers can be marked in relation to what the study advises about effective CIT training.</p> <p>Award 5 marks for different aspects of CIT training. For example:</p> <ul style="list-style-type: none"> • Focus on context reinstatement and recalling in forward order once followed by reverse order as these components have been found to be particularly effective. • Focus less on changing the perspective as it can be confusing for witnesses • Do over two days • Give to motivated police officers (chosen for their potential) • Get a police sergeant delivering the training • Don't get a University lecturer doing the training • Give trainees feedback • Provide opportunities for practice • Give all trainees training in the same interview techniques (not like the 'standard' police interview) <p>The AO2 marks can be awarded in relation to either breadth (e.g. listing five of these) or depth (e.g. taking a more detailed approach in relation to two or three of them) Less detailed answers or answers that simply describe the study without explaining what it tells us about training police interviewers will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

Question			Answer	Marks	Guidance
6	(b)	*	<p>Discuss ethical considerations in relation to collection of evidence.</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 collection of evidence in relation to ethical considerations. As well as referring to the key research, candidates can refer to research relating to collection and use of evidence from witnesses and suspects. Any relevant study is creditworthy, including those relating to the collection of forensic evidence and also Loftus and Palmer.</p> <p>Candidates may approach this question by:</p> <ul style="list-style-type: none"> • Commenting on <i>research</i> into collection of evidence in relation to ethical guidelines (informed consent, withdrawal, protection from harm, etc.). <p>However, stronger responses may broaden out the discussion to consider:</p> <ul style="list-style-type: none"> • Collection of evidence in relation to <i>the experience of being an interviewee</i> – the rights of interviewees, and whether ‘the end justifies the means’. <p>Candidates may be critical in the points they make but, equally, they may defend the ethics of collection of evidence. Points about ethical considerations need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2

Question			Answer	Marks	Guidance
6	(c)	*	<p>Outline at least one suggestion a psychologist might make to the police about how to interview Tom about what he saw.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for police interviews.</p> <p>Suggestions may refer to:</p> <ul style="list-style-type: none"> • Features of the cognitive interview technique. • The enhanced cognitive interview technique. • The PEACE model. • Avoiding using leading questions • Application of context-dependent memory <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context 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>	10	PLEASE REFER TO APPENDIX 3

Question			Answer	Marks	Guidance
7	(a)	*	<p>Outline the key research by Wells (2000) and explain what it tells us about territory in the workplace.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Wells (2000). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features:</p> <ul style="list-style-type: none"> - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions) <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Wells (2000) to explain what it tells us about territory in the workplace. Answers can be expected to refer to:</p> <ul style="list-style-type: none"> • How the well-being of employees can be enhanced by allowing personalisation of office space. • The reported gender differences in how males and females personalise their office workspaces. • Personalisation is generally seen as a form of territorial behaviour, enabling people to mark and defend their territory, and regulate social interactions to maintain privacy. [Note: some attempt at explaining how/why territory matters to people is required for top band] <p>Less detailed answers or answers that simply describe the study without using it to explain what it tells us about territory in the workplace will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

Question			Answer	Marks	Guidance
7	(b)	*	<p>Discuss whether research into territory and personal space 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 research into territory and personal space in relation to ethnocentrism.</p> <p>As well as referring to the key research, candidates can refer to other research investigating territory and personal space in the workplace.</p> <p>Discussion points could consider:</p> <ul style="list-style-type: none"> • The cultures in which research is conducted. • Whether data collection methods are culturally specific. • Whether acknowledgement is made of cultural variation (e.g., in theories) • Whether research is cross-cultural • The extent to which research is biologically-based. • Whether research involves the study of non-human animals <p>Answers can be critical but can also defend the research.</p> <p>Ethnocentrism needs to be evaluated, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2

Question			Answer	Marks	Guidance
7	(c)	*	<p>Outline at least one suggestion, based on research into territory or personal space, that a psychologist might make to Sundip about how to design her office.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one office design strategy based on research into territory or personal space.</p> <p>Suggestions could refer to:</p> <ul style="list-style-type: none"> • The presence of pinboards and/or shelves (to aid personalisation) • Dividers (to demarcate territorial boundaries) • Desks of varying sizes (to accommodate differences in the amounts of territory required, perhaps related to gender and/or culture). • Building in meeting spaces (e.g., to support activity-based working) • Having both closed and open plan spaces. • Answers may extend their focus beyond desks to communal spaces such as eating or toileting areas. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are:</p> <ul style="list-style-type: none"> • related to the context of the question (i.e., to office <i>design</i> – e.g. as opposed to <i>management</i> of the office) • based on research into territory or personal space (e.g. as opposed to noise or views from the window) • proposals that a psychologist might potentially make (so should therefore be within ethical and legal guidelines). <p>Suggestions relating to <i>management</i> of the office are creditworthy but should be seen as limited because peripherally relevant (e.g. allowing personalisation is a decision that relates to how the office can be managed, but it implies the presence of office furniture that would support this so in this way it is connected to how the office is <i>designed</i>).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3

Question			Answer	Marks	Guidance
8	(a)	*	<p>Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about measurement of personality in sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Kroll and Crenshaw (1970). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. identification of the research method used or background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions)</p> <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Kroll and Crenshaw (1970) to explain what it tells us about measurement of personality in sport.</p> <p>Answers could refer to:</p> <ul style="list-style-type: none"> • How measurement of personality in sport could have real-world applications (e.g., in terms of channelling people into particular sports) • The use of self-report methods to measure personality, specifically form A of Cattell's 16PF questionnaire, and also the 15-item lie scale from the MMPI (as a means by which to screen out potentially invalid responses). • The benefits of between-sport comparison. • Collecting data only from sportspeople competing at regional or national level. • The ways in which data was analysed (e.g., multivariate analysis of raw data for all four groups of sportspeople for all 16 personality traits, comparison of sports in pairs, and analysis of the extent to which personality predicted sporting choice). <p>Less detailed answers or answers that simply describe the study without using it to explain what it tells us about measurement of personality in sport will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

Question			Answer	Marks	Guidance
8	(b)	*	<p>Discuss sampling bias in research into personality and sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of sampling bias.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into personality and sport in relation to sampling bias.</p> <p>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.</p> <p>Relevant points could refer to:</p> <ul style="list-style-type: none"> • Samples of people who are all from the same country • The range of sports represented within a sample • The level at which sports are played • The positions of players within team sports • The age groups of samples • Gender bias within samples • The sampling method used • Attrition of samples within longitudinal research, etc. <p>Answers can be critical but can also defend the research (e.g., for reasons of control, or because of practical considerations such as availability of participants).</p> <p>Points about sampling bias need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2

Question			Answer	Marks	Guidance
8	(c)	*	<p>Outline at least one suggestion that Kareem could make to this football manager about how knowledge of personality could be used to improve the team's performance.</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.</p> <p>Suggestions could refer to the following:</p> <ul style="list-style-type: none"> • Promote to the first team squad players who have the required footballing skills but who also score highly on traits such as conscientiousness and/or openness to change that could help with the team's current predicament. • Consideration of whether players ought to be considered for other positions within the team based on their personality traits. • Improving the ability of players to withstand criticism from fans and/or the media (e.g., in relation to social boldness). • Kareem could also explore the question of the extent to which personality traits can be modified, and his suggested approach could include working with players to, for example, reduce levels of anxiety among players who are prone to this. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>It is important that suggestions are related to the context 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>	10	PLEASE REFER TO APPENDIX 3

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	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band 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.
3	6 – 8	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. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this band (i.e., be awarded 7 marks). 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 band.
2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	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; the examiner may not be convinced of the candidate's understanding.
1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. 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 band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band 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	Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band 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.
3	8–11	Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
2	4–7	Response demonstrates reasonable knowledge and understanding. 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather 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.
1	1–3	Response demonstrates reasonable 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. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band 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).
0		No creditworthy response.	Answers in this band 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	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this band 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, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses.
3	6–8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). 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 or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. 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).
2	3–5	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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this band 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 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 band 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 band contain no creditworthy material.

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