



# GCE

## Psychology

Advanced GCE

Unit **G543**: Options in Applied Psychology

# Mark Scheme for January 2013

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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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Annotations

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

Subject-specific Marking Instructions

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

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Question		Answer	Marks	Guidance
1	(a)	<p>How can criminal behaviour be learnt from others?</p> <p><b>Refer to Appendix 1</b></p> <p>Evidence is likely to be drawn from Sutherland's Differential Association Theory or research emanating from this although research based on Social Learning theory or even Learning Theory are equally acceptable. Candidates are asked how criminal behaviour can be learned by others so quality of response will be determined by how much the relevant research can be tailored to directly addressing the question.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding, i.e. they answer 'how' related to crime specifically. Second band will be accurate and specific to title, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Discuss the view that some people turn to crime because of their upbringing.</p> <p><b>Refer to Appendix 2</b></p> <p>This calls for a discussion of situational explanations of why people turn to crime. With reference to this part of the specification, discussion may consider family background, learning from others or social environment such as disadvantaged neighbourhoods or living in poverty. It would also be legitimate to compare social explanations of why people turn to crime with individual explanations such as cognition or biology. In all responses, outline of theory is not sufficient, what is sought is a discussion of why people turn to crime.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through following/challenging a situational argument about why people turn to crime. Second band will be accurate and specific to title but may, for example, have limited discussion; third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
2	(a)	<p>Describe how researchers have used E-fit to investigate face recognition.</p> <p><b>Refer to Appendix 1</b></p> <p>Reference to the work of Vicki Bruce and her colleagues may be the most likely response that candidates use in explaining about researchers' use of E-fit. Presentation of findings regarding internal and external features is likely to feature, but answers which address effectiveness may not be addressing the question directly enough.</p>	10	<p>Top band candidates will provide an accurate explanation of how E-fit can assist with eye-witness evidence. It will be typified by greater detail and/or understanding. Second band will be accurate and specific to title; third band will be superficial or provide accurate/appropriate material but not used to effectively or precisely address question. If no reference to research it is likely to be bottom band. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess the strengths and limitations of research into interviewing witnesses to a crime.</p> <p><b>Refer to Appendix 2</b></p> <p>Usefulness, application and ecological validity may all be appropriate to research in this area around the theme of research informing the investigative process as opposed to techniques. Ethical considerations may come into play as may reductionism, such as in research into the cognitive interview. Reliability may further play a part. It should be noted that the question asks for strengths and limitations, so at least one of each is required.</p>	15	<p>Top band candidates will consider strengths and limitations of research into the area of interviewing witnesses. Extension may be achieved by developing a line of argument, challenging or comparing, for example. Second band will be accurate and specific to title, third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
3	(a)	<p>Describe how persuasion may be used in a courtroom.</p> <p><b>Refer to Appendix 1</b></p> <p>The specification suggests use of expert witnesses is persuasive (Krauss and Sales, 2001) and this is supported by other research, notably Loftus' work on eye-witness testimony for example. Other areas of the specification may provide evidence for an appropriate response such as witness confidence, attractiveness or effect of order of testimony. In such cases, the evidence must be made explicitly relevant to the question. Research into persuasion from wider areas of psychology is equally legitimate, and again must be made explicitly relevant to the question.</p>	10	<p>Top band candidates will provide an accurate description of the use of persuasion in the courtroom and show extension through detail and/or understanding. Second band will be accurate and specific to title, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>To what extent is research into persuading a jury useful?</p> <p><b>Refer to Appendix 2</b></p> <p>Usefulness may consider benefit, appropriateness, effectiveness, application and shortcomings, including methodological limitations. Usefulness can range from value to society to application to a particular setting. This can take the form of broad general comments on principles and assumptions ie whether it convinces or not, what are the ethical implications, considering its specific application in a practical and concrete setting.</p>	15	<p>Top band candidates will provide an accurate response specific to usefulness of research into persuading a jury; and show extension, for example by considering the extent this usefulness is applicable. Second band will be accurate and specific to title but may, for example, fail to address the "to what extent..." injunction and hence fall short in terms of extension; third band will be superficial; maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
4	(a)	<p>Describe research into planned behaviours once freed from jail.</p> <p><b>Refer to Appendix 1</b></p> <p>The bullet-point title asks for 'planned behaviours once freed from jail' and this is fulfilled by schemes and regimes being put in place to produce a positive effect on recidivism rates. This can be affected by employment experience for example. The specification refers to Gillis and Nafekh (2005) but other research such as Farrington et al (2002) is equally acceptable.</p>	10	<p>Top band candidates will provide an accurate response specific to planning which could encourage appropriate behaviours once freed from jail and show extension in detail and/or understanding. Second band will be accurate and specific to title but may not provide the same level of detail or be as convincing in terms of understanding, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the use of qualitative and quantitative data when researching imprisonment.</p> <p><b>Refer to Appendix 2</b></p> <p>Pros and cons, strengths and weaknesses, advantages and limitations of qualitative and quantitative data can all be considered. When looking at planned behaviours in preparation for after imprisonment, depression and suicide during imprisonment and the prison situation are all available from the specification. They provide sources of evidence of the range from content analysis to numbers and data.</p>	15	<p>Top band candidates will clearly identify where each type of data are used, pass comment and draw extension by developing, challenging or comparing. Second band will be accurate and specific to title but may, for example, have limited extension; third band will be superficial; maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
5	(a)	<p>How has legislation been used as a method of health promotion?</p> <p><b>Refer to Appendix 1</b></p> <p>This may be addressed by reference to research, such as that exemplified in the specification (Dannenberg et al, 1993) into the wearing of cycle helmets. Equally creditworthy is knowledge of legislation itself, for example, laws relating to seat belts, smoking, alcohol. As with any answer they must demonstrate knowledge and understanding beyond anecdote to receive credit above bottom band.</p>	10	<p>Top band candidates will provide an accurate description of the use of legislation as a method of health promotion, showing extension in detail and/or understanding. Second band will be accurate and specific to title but may demonstrate only limited detail or extension; third band will be superficial, using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>To what extent is research into methods of health promotion limited?</p> <p><b>Refer to Appendix 2</b></p> <p>This specification section covers media campaigns, legislation and fear arousal though candidate references may well go beyond this. Research may suffer methodological limitations such as sample size, ethnocentric bias or generalisability. Effectiveness or issues of application may also be considered. Candidates may also choose to consider ethical issues.</p>	15	<p>Top band candidates will clearly identify limitations of research, pass comment and draw extension by developing, challenging or pursuing a line of argument. Second band will be accurate and specific to title but may, for example, have limited extension; third band will be superficial, maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
6	(a)	<p>How has dysfunctional behaviour been categorised (e.g. a classification system)?</p> <p><b>Refer to Appendix 1</b></p> <p>Dysfunctional behaviour has been categorised in modern times since Kraepelin (1913) listed 65 symptoms of dementia praecox. The specification suggests classification systems to categorise dysfunctional behaviour, such as the Diagnostic and Statistical Manual now in its revised fourth edition (DSM-IVR) or the International Classification of Diseases now in its tenth edition (ICD-10). Other ways of categorising dysfunctional behaviour would also be acceptable responses. Both an outline of the classification system, or how it is used are acceptable ways of addressing the question. 'Using a classification system' is also an acceptable approach to addressing the question as is definitions of dysfunctional behaviour.</p>	10	<p>Top band candidates will provide an accurate account of how dysfunctional behaviour been categorised, showing extension in detail and/or understanding. This may be one way it has been categorised, but suggesting more than one way is an equally acceptable response. Second band will be accurate and specific to title but may demonstrate only limited detail or extension; third band will be superficial, using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the validity of diagnoses of dysfunctional behaviour.</p> <p><b>Refer to Appendix 2</b></p> <p>Validity is whether we are measuring what we claim to be measuring. In terms of psychopathology, this is whether the (constellation of) symptoms allows us to identify a disorder, whether the symptoms themselves are distinct and clearly identifiable or whether (research) measures are accurate. Candidates may consider whether a classification system provides an accurate way to identify a disorder, or is in fact appropriate to this function. The different criteria for diagnosis from one classification system to another raises further questions about external validity such as in terms of cultural bias.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through considering the implications of having different criteria for diagnosis from one classification system to another. Challenge, or legitimate comparison, are other ways to access top band. A precise and demonstrable knowledge of what validity is would receive credit. Second band will be accurate and specific to title but may, for example, have limited elaboration or exemplification; third band will be superficial; or accurate or appropriate material not used effectively to address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
7	(a)	<p>Outline a cognitive explanation of dysfunctional behaviour.</p> <p><b>Refer to Appendix 1</b></p> <p>According to cognitive psychology dysfunctional behaviour is the result of illogical and irrational thinking. The work of Beck and Ellis is likely to be most prominent as is reference to depression to typify and exemplify dysfunctional behaviour. Reference to treatment, including CBT, is a legitimate response to be used provided that it is used to explain the cognitive approach rather than an end in itself. 'A' cognitive response may be fulfilled by an overarching cognitive account or an explanation from within the cognitive paradigm (irrational thinking, faulty processing of sensory information etc.)</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. The cognitive explanation is as acceptable as a cognitive approach or model to explaining dysfunctional behaviour. Second band will be accurate and specific to title, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Compare explanations of dysfunctional behaviour.</p> <p><b>Refer to Appendix 2</b></p> <p>A comparison of the explanations provided from two or more of the various paradigms forms the basis for this answer. Whether a mental disorder is pathological, learned, based on a deep seated repressed conflict or borne out of disorganised and irrational thinking can all be compared as possible explanations and are central to the response. A straight comparison of the features of the explanations is one approach, another being a comparison of issues or methods, for example. Hence, a debate as to how subjective two explanations are, or value-laden they may be, provides different ways of addressing this question.</p>	15	<p>Top band candidates will provide an appropriate response to the question, in this case by drawing direct comparisons. These will be legitimate comparisons and show extension beyond a superficial statement, for example considering how Biological and Behavioural explanations are more deterministic than the Cognitive explanation, if indeed they are. Second band will be accurate and specific to title but may, for example, struggle in its precision of comparison. Comparison may be evident but more superficial/less convincing than that required for top band; third band will provide a more superficial response such as placing relevant explanations side-by-side and, aside from starting a paragraph with "In contrast..." fail to directly draw legitimate comparison; the bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
8	(a)	<p>Outline a behavioural treatment of <b>one</b> disorder (<b>either</b> affective <b>or</b> anxiety <b>or</b> psychotic).</p> <p><b>Refer to Appendix 1</b></p> <p>There are more than one equally acceptable approaches to answering this question. Using behaviourist theory to explain what underlies techniques available is one possible approach. For example, the use of classical conditioning principles such as association to treat the disorder could be explained and exemplified. Equally, the application of specific behavioural techniques could be employed, such as systematic desensitisation or aversion therapy and this should be applied directly to treating the disorder. A clear and explicit link between the treatment and the disorder will characterise the better response as will level of detail. These will be found lacking in the weaker response.</p>	10	<p>Top band candidates will provide an accurate description of behavioural treatment for a named disorder and show extension in detail and/or understanding. Second band will be accurate and specific to title, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess strengths and weaknesses of treatments for the disorder you referred to in part (a).</p> <p><b>Refer to Appendix 2</b></p> <p>Certain treatments are more appropriate for any given disorder than others, and this could form the basis of any discussion that might be had. Further, debate could centre around an issue, for example, referring to various paradigms in relation to this. Alternatively a response could take one approach at a time, but in this instance candidates should discuss (and not merely identify) strengths and weaknesses.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through arguing why a certain criticism of a treatment may be necessary or even desirable. A non-conventional stance may be proffered, such as why treating symptoms rather than cause, as suggested by Behaviourists, may be a better approach. Legitimate comparison is another way to access top band. Second band will be accurate and specific to title but may, for example, have limited discussion; third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
9	(a)	<p>How could aggression in sport be managed?</p> <p><b>Refer to Appendix 1</b></p> <p>The specification suggests the application of social learning theory principles to manage aggression in sport. Hence, modelling non-aggressive behaviour, then reinforcing the imitation of this, should reduce aggression. The application of any learning theory to an aggressive situation is a legitimate response, provided it explicitly refers to the sporting context. In fact, appropriate application of any approach is acceptable. For instance, principles of catharsis would suggest working out with a punch-bag would get rid of pent-up aggression, rendering the potential aggressor calmer and less likely to 'explode' with anger.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. For example, the candidate will demonstrate how the principles of SLT will be used to manage aggression and this will be applied to the sporting context. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial; or using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>To what extent can research into aggression be applied to sport?</p> <p><b>Refer to Appendix 2</b></p> <p>This question encourages the candidate to look at different strategies or theoretical approaches and consider whether they provide effective application. The classic contradiction is between psychodynamic approach which suggests an aggressive outlet would be cathartic ie less subsequent aggression whereas learning theory suggests more brutality in the environment leads to more aggression. Other applications based on instinct, biology or cognition may also be considered. Appropriateness or usefulness are also likely lines for addressing this question.</p>	15	<p>Top band candidates will consider points such as the usefulness, effectiveness, relevance, benefits or appropriateness of research into aggression as it applies to the sporting context. Extension may be achieved by developing a line of argument, challenging or comparing, for example. Second band will be accurate and specific to title, third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
10	(a)	<p>Describe a model of anxiety in relation to sports performance.</p> <p><b>Refer to Appendix 1</b></p> <p>Models of arousal date back to Yerkes-Dodson law which suggests as arousal increases so does sports performance up to an optimal level after which increases in arousal constitute <b>anxiety</b> and so lead to deteriorating performance. It is also acceptable to look at more biological models which may suggest that production of adrenaline and cortisol, for example, lead to increasing anxiety which may have a deleterious effect on sports performance. Hanin's zone of optimal functioning also suggests where anxiety may be created, and Fazey and Hardy's multidimensional model provides development of existing literature. Weaker candidates may describe research without relating it to anxiety and/or the sporting context.</p>	10	<p>Top band candidates will provide an accurate response specific to a model of anxiety and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding, third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Discuss limitations of research into anxiety in sport.</p> <p><b>Refer to Appendix 2</b></p> <p>The limitations of research into anxiety in sport may be discussed in terms of applicability/usefulness. Examples of research may support commentary. External validity may also form the basis of a discussion, so too reductionism in light of Fazey and Hardy's assertion that previous theory was oversimplifying matters. Trait and state measures and their usage also fall under the remit of this question, so clearly matters of validity and reliability apply to said measures.</p>	15	<p>Top band candidates will clearly identify limitations of research, pass comment and draw extension by developing, challenging or pursuing a line of argument. For example, reliability of measures used may be questioned, but a defence may also be made. Second band will be accurate and specific to the question but may, for example, have limited extension; third band will be superficial, maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question	Answer	Marks	Guidance
11 (a)	<p>Describe audience effects in sport with reference to psychological theory.</p> <p><b>Refer to Appendix 1</b></p> <p>The earliest piece of research in modern sports psychology was reputedly Triplett's observations of cyclists performing faster against a competitor than against the clock. Zajonc theorised that the mere presence of an audience produced arousal which led to improved performance. He tested this by timing cockroaches in a cockroach run alone, against a competitor and in front of an audience on both a simple and complex task. Cottrell's evaluation apprehension theory proposed that arousal was caused due to apprehension about being evaluated by the audience, and tested this by testing the effect of blindfolding the audience, thus refuting Zajonc's "mere presence" principle.</p>	10	<p>Better candidates will produce answers which are detailed, thorough and fluent showing interpretation, understanding and exemplification, for example.</p> <p>Top band candidates will provide an accurate response specific to theory related to audience effects in sport and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial such as referring to a study about audience effects but failing to mention theory; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Evaluate the ecological validity of research into audience effects in sport.</p> <p><b>Refer to Appendix 2</b></p> <p>All began well with Triplett's observations in the field, of cyclists, being highly ecologically valid. What he gained in precision and control by observing young boys winding fishing reels in lab conditions he lost in terms of ecological validity. Zajonc's cockroach studies further reduced ecological validity by the use of increasing artificiality of the laboratory, although the set-up of runs and grandstands arguably retrieved some of the 'real-life' sporting context, hence increasing ecological validity. Cottrell's highly contrived 'evaluation apprehension' studies with nonsense words and a blindfolded audience perhaps suffers most from poor ecological validity.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through arguing why some studies may be considered more ecologically valid than others. Challenge or following a line of argument are other ways to access top band. A precise and demonstrable knowledge of what ecological validity is would receive credit. Second band will be accurate and specific to title but may, for example, have limited evaluation; third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
12	(a)	<p>Outline benefits of exercise for mental health.</p> <p><b>Refer to Appendix 1</b></p> <p>The specification suggests Leith and Taylor, which is a review article looking at recent research into the effects of exercise on mental health. The endorphin hypothesis suggests we can improve mood states by exercise. Morgan's work on mood states dating back to the 70s suggests better mental health is attained through exercise and alleviates and minimises negative mood such as with depression. Penedo and Dahn (2005) also conducted a review article examining the relationship between exercise and (physical and psychological) well-being.</p>	10	<p>Top band candidates will provide an accurate response specific to benefits of exercise to mental health and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding, third band will be superficial such as referring to a relevant study about but failing to use it to outline the benefits; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess the relationship between exercise and mental health.</p> <p><b>Refer to Appendix 2</b></p> <p>In general there are a range of benefits, and types of benefits, to mental health from partaking in exercise, as suggested by Leith and Taylor. It could be in the form of feeling good and getting a physical high, such as explained by the endorphin hypothesis, or a consideration of a different mood profile as proposed by Morgan. Is there, however, a value judgement occurring in pronouncing these as all good? Excessive exercise can be part of the repertoire of behaviours associated with Bulimia Nervosa. Is the question too broad and should we consider different forms of exercise? Challenging the methodology of the evidence is another appropriate way of discussing the extent to which exercise improves mental health.</p>	15	<p>Top band candidates will provide an accurate response specific to the effect of exercise on mental health; and show extension, for example by considering the extent this is beneficial or where it may in fact be detrimental. Second band will be accurate and specific to title but may, for example, fail to address the "to what extent..." injunction and hence fall short in terms of extension; third band will be superficial; maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question	Answer	Marks	Guidance
13 (a)	<p>Describe research into differences in cognitive styles of personal approaches to learning.</p> <p><b>Refer to Appendix 1</b></p> <p>There have been a number of models put forward which identify different cognitive learning styles. These are distinct from learning strategies which are responsive to their environment. Differences in cognitive styles are a function of the individual's cognitive abilities and preferences and as such are relatively fixed. One approach to this question could be to consider the layers of Curry's Onion model. A more likely approach is to outline the VAK style. Another distinction which may be proposed is between deep and surface learning, otherwise referred to as holist/serial and holist/analyst approaches. Care should be taken to distinguish between candidates who merely report the research into cognitive approaches and those who use the research to indicate differences in cognitive approaches, as the question requests.</p>	10	<p>Top band candidates will provide an accurate response specific to theory related to research into differences in cognitive styles of personal approaches to learning and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Assess strengths and weaknesses of personal approaches to learning.</p> <p><b>Refer to Appendix 2</b></p> <p>A strength of these models is in their relative simplicity and hence accessibility, making them useful and applicable to the context for which they are intended. So accessible is the VAK model that even now that research suggests that at least some development from this model is required, practitioners still seem to want to cling onto its principles at all costs. The validity of these models may be debated and whether it is appropriate to group pupils under labels in all circumstances for example. Reductionism or a comparing of approach may also be worthy of consideration here. The injunction 'assess' requires an element of judgement, not merely an identification of strengths and weaknesses.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through arguing why the strength of one approach to learning is particularly significant. A non-conventional stance may be proffered, such as why a particular approach is not as helpful as suggested. Legitimate comparison is another way to access top band. Addressing the "assess" injunction rather than merely evaluating will be sought in a top band response. Second band will be accurate and specific to title but may, for example, have limited discussion; third band will be superficial or material not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question		Answer	Marks	Guidance
14	(a)	<p>Outline moral development and its implications for social rules during the process of teaching and learning.</p> <p><b>Refer to Appendix 1</b></p> <p>Moral development immediately conjures up Kohlberg's moral dilemmas and evokes his stage theory, deriving from Piaget's stage theory of cognitive development. The stages of fear of punishment, reward and intrinsic right and wrong maybe lend themselves more to social rules, the latter stages may consider challenges to social rules. In Rogers' theory concepts such as 'ideal-self' are intrinsically linked with moral development. Gender has often been overlooked when considering the (moral) development of children, especially with regard to social roles.</p>	10	<p>Top band candidates will provide an accurate response specific to moral development and the implications for social rules and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding, third band will be superficial such as referring to a study or scenario but failing to use it to outline moral development; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the validity of research into personal and social development during the process of teaching and learning.</p> <p><b>Refer to Appendix 2</b></p> <p>Whether considering Freud, Piaget or Erikson we must ask whether stage theories are a valid account of processes involved, whether they progress in as linear a fashion as theory suggests. Candidates may also wish to question the terms used and how they are measured – humanist notions of acceptance and approval for example. Candidates may also discuss moral development in terms of validity. Extending lines of argument, challenging concepts or legitimate comparisons are all means of accessing higher band marks.</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through evaluating the validity of a linear approach as suggested by stage models. Second band will be accurate and specific to title but may, for example, struggle in its attempt to evaluate far beyond describing where validity occurs; third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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January 2013

Question	Answer	Marks	Guidance
15 (a)	<p>Describe research that compares teacher/student communication in terms of what is sent and what is received.</p> <p><b>Refer to Appendix 1</b></p> <p>Classroom communication is context specific with certain features particular to the situation. Clarity and precision is required, communication to many, transmission and receipt are all such features. Identifying, categorising and recording this is problematic and candidates may well turn to the work of Flanders as a noteworthy attempt to address this. Also cited may be that which uses Flanders as part of the research. Other key factors in the teacher/student communication process have been considered such as gender, academic dominance and teacher communication style as in the work of Ilatov et al. Broader references may also be relevant in addressing this question, such as teacher's questioning, but this must be made explicitly relevant.</p>	10	<p>Top band candidates will provide an accurate response specific to theory related to research into student-teacher social interactions and show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Discuss the usefulness of research into student-teacher social interactions.</p> <p><b>Refer to Appendix 2</b></p> <p>Usefulness may consider effectiveness, application, benefits and shortcomings, including methodological limitations. Usefulness can range from value to education in a broad sense to application to a particular setting. This can take the form of broad general comments on principles and assumptions, the ethical implications or considering its specific application in a particular setting. Well controlled methodology would also deem the research useful. Candidates should address the usefulness of the research rather than the usefulness of student-teacher communications per se.</p>	15	<p>Top band candidates will provide an accurate response specific to usefulness of research into student-teacher social interactions; and show extension, for example by considering the extent this usefulness is applicable. Second band will be accurate and specific to title but may, for example, fail to address the "to what extent..." injunction and hence fall short in terms of extension; third band will be superficial; maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Mark Scheme

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Question	Answer	Marks	Guidance
16 (a)	<p>Describe different strategies which could be used to enable the learning of boys and girls.</p> <p><b>Refer to Appendix 1</b></p> <p>Direct reference to research would certainly help, though is not essential, in answering this question. Younger and Warrington (2005) and Lindsay and Muijs (2006) provide likely references for candidates. These attend to the gender gap between boys and girls and possible strategies for addressing it. However a more generic list of research findings is equally acceptable, such as curriculum, monitoring and expectations. Similarly, broad consideration founded in research such as single-sex teaching or strategies historically used for girls could also form the basis of a response. Candidates should guard against merely anecdotal responses.</p>	10	<p>Top band candidates will provide an accurate response specific to strategies which could be used to enable the learning of girls and boys show extension in detail and/or through understanding. Second band will be accurate and specific to title but with less detail and/or less convincing with regard to their understanding; third band will be superficial; using accurate or appropriate material but not to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Discuss strengths of research into enabling boys and girls to reach their educational potential.</p> <p><b>Refer to Appendix 2</b></p> <p>Methodological considerations may well dominate answers to this question. Sampling could be a major issue, whether it is limited by age, socioeconomic background or physical environment for example. Tests using validated scales as well as school examination results suggest valid and reliable data is used, but questions as to its ethnocentric nature and the effect of cultural variables may raise questions. Data gathering and the data itself could also present comment for discussion. Research which suggests gender differences in achievement are down to brain structure may have biological evidence but may be accused of being reductionist, limiting itself to a neurological explanation. Usefulness may also be discussed from application of research to practical setting to benefits to the individual and to society.</p>	15	<p>Top band candidates will clearly identify limitations of research, pass comment and draw extension by developing, challenging or pursuing a line of argument. For example, validity may be questioned, but a defence may also be made. Second band will be accurate and specific to the question but may, for example, have limited extension; third band will be superficial, maybe accurate or appropriate material but not used to effectively or precisely address question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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## APPENDIX 1

## GENERIC MARKSCHEME FOR PART (A) QUESTIONS

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

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## APPENDIX 2

## GENERIC MARKSCHEME FOR PART (B) QUESTIONS

Marks	Generic Mark Scheme (part b)
<b>0 marks</b>	No or irrelevant answer.
<b>1–3 marks</b>	Few evaluative points. Range of points is sparse. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Limited or no valid conclusions that effectively summarise issues and arguments.
<b>4–7 marks</b>	Argument and organisation is limited, and some points are related to the context of the question. Limited evaluative points. Valid conclusions that effectively summarise issues and arguments is evident and demonstrates some understanding.
<b>8–11 marks</b>	Some evaluative points covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Good use of examples. Valid conclusions that effectively summarise issues and arguments is competent and understanding is good.
<b>12–15 marks</b>	Many evaluative points covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples. Valid conclusions that effectively summarise issues and arguments is highly skilled and shows thorough understanding.

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