



GCE

Psychology

Advanced GCE

Unit **G543**: Options in Applied Psychology

Mark Scheme for June 2013

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

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

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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>What does research into moral development tell us about criminal behaviour?</p> <p>Refer to Appendix 1</p> <p>Kohlberg's scenarios allow us to see stages of moral development in the responses to these dilemmas. The parallels to criminal behaviour may suggest a lack of moral development in criminal behaviour. People who offend tend to have lower levels of moral reasoning than others. The term 'research' may refer to theory, studies, models, concepts and so on. This may be addressed with reference to one piece of research in more detail or a number of pieces of research with less detail provided from each but may be used to demonstrate greater understanding.</p>	10	<p>Top band candidates will provide an accurate response to the question of what can be learnt about criminal behaviour from research into moral development, showing extension in detail and/or understanding. It is important that the candidate goes beyond simply stating what we know about criminal behaviour by referring to research into moral development. 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Discuss whether individuals have free will when turning to crime.</p> <p>Refer to Appendix 2</p> <p>This is from turning to crime and candidates are likely to introduce the free-will/determinism debate relating to whether criminals make an active choice in relation to their offending behaviour. This may develop in to a discussion of 'mens rea' as opposed to diminished responsibility or a genetic/biological argument. Justification for their crime (eg blaming the offence on provocation, social and situational factors). Evidence can be drawn from all three sections in turning to crime, for example work on biology such as brain dysfunction and genes (eg Brunner: Raine), cognition, such as criminal thinking patterns or moral development (Yochelson and Samenow; Kohlberg,) upbringing, such as environmental factors (eg poverty – Wikstrom; disrupted families or Farrington). Candidates do not, however, have to refer to more than one section to achieve full credit.</p>	15	<p>Top band candidates will provide an accurate response specific to whether individuals turn to crime due to free will (as opposed to it being determined biologically or by their environment); and show extension, for example by discussing the assertion against an alternative point of view. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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 the 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 research into the effect of witness confidence in the courtroom.</p> <p>Refer to Appendix 1</p> <p>Research into the effect of witness confidence tends to focus on the relationship between witness confidence and witness accuracy. Jurors are persuaded by a confident sounding witness rather than one who seems to lack certainty. Candidates are likely to refer to Penrod and Cutler (1987) in which the most powerful predictor of verdicts was witness self-rating of confidence. Jurors tend to over believe eye witnesses and this seems at least in part due to witness confidence in the accuracy of an identification made. Other research can be used provided it is made relevant to the question eg Wheatcroft.</p>	10	<p>Top band candidates will provide an accurate description of research into the effect of witness confidence (in their testimony when providing evidence in court), 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess the usefulness of research into witness appeal in the courtroom.</p> <p>Refer to Appendix 2</p> <p>Usefulness may consider benefit, appropriateness, accuracy, application and methodological issues. Usefulness can include intrinsic usefulness to Psychology as an academic discipline furthering our understanding, and/or extrinsic usefulness, real life application to society or to the individual. Usefulness can include value to society, to application to the individual. Usefulness may apply to judge, jury, witness or defendant. This can take the form of broad general comments of principle ie whether it enhances or threatens the integrity of the courtroom; or considering its specific application to a practical setting.</p>	15	<p>Top band candidates will provide an accurate response specific to usefulness of research into witness appeal when reaching a verdict in court; and show extension, for example by involving a degree of judgement to assess, not merely identify, how applicable this is. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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 the 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 research into the prison situation and roles.</p> <p>Refer to Appendix 1</p> <p>Candidates are likely to refer to research by Zimbardo who initially considered participants acting out the roles of prisoners and guards in a prison simulation. The pathological reaction of the prisoners as much as the guards was noteworthy. Candidates may refer to Reicher and Haslam's study although this focused more on group dynamics than roles, so candidates should explicitly link the 'role' aspect. Candidates may choose 2 or more pieces of research to consider prison situation and roles. Candidates who only consider prison situation cannot get higher than band 3.</p>	10	<p>Top band candidates will provide an accurate description of the prison situation and roles, 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the methodology used in research into imprisonment.</p> <p>Refer to Appendix 2</p> <p>This question is an open evaluation so can refer to strengths as well as limitations, but must be specifically about methodology used in research rather than about imprisonment itself. So research was conducted in a particular place and time, such as Canada or the UK, and in 60s or 70s, so not as cross-sectional as some other research. Large samples of 23,525 Canadian federal offenders, 442 unnatural deaths occurring in prison in the UK or an overview of over 2,000,000 US prisoners benefit particularly the reliability and representativeness of the research. Any other methodological issues may be presented, from the methods themselves such as experimental design through to methodological issues such as ecological validity.</p>	15	<p>Top band candidates will consider strengths and/or limitations of the methodology used in research into imprisonment. Extension may be achieved by developing a line of argument, challenging or comparing, for example Dooley's research has good ecological validity being drawn directly from the prison simulation whereas Zimbardo's less so as it is a simulation. Second band will be accurate and specific to title but lack extension, third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address the 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>How is restorative justice used after a guilty verdict?</p> <p>Refer to Appendix 1</p> <p>Restorative justice can be outlined in itself or outlined as an alternative to imprisonment. In other words, how to apply it or what it does are both legitimate responses to this question. Therefore explaining four types of restorative justice is acceptable namely victim-offender mediation, group conferencing, restorative conferencing and indirect mediation/reparation. Alternatively it provides an opportunity to explain the impact, acknowledge harm caused, give control and choice to the victim, allow questions and possibly offer peace of mind. A good response cannot merely outline a review of restorative justice research without specifically addressing the question.</p>	10	<p>Top band candidates will provide an accurate outline of restorative justice as an alternative to imprisonment, 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 are alternatives to imprisonment effective?</p> <p>Refer to Appendix 2</p> <p>Candidates are invited to discuss the extent to which probation, restorative justice and the death penalty work. Each may work better in differing situations. Effectiveness may refer to how well the alternative can be applied as well as how successful they are. Success may be apparent but not long-lasting, or less dramatic but persist for longer. As well as restorative justice, the effectiveness of probation is discussed by Mair and May, by extensive questionnaire, so an evaluation can cover difficulties in assessing effectiveness such as limitations of using self-report, for example, as well as of the alternatives themselves. The extent of effectiveness rather than simply 'they are or they're not.....' is also a feature of a good response.</p>	15	<p>Top band candidates will clearly consider the extent to which probation, restorative justice and the death penalty are effective. For example, they may discuss how to judge effectiveness or how to apply the various methods as well as assessing the outcome. Effectiveness can be applied to the method, the individual or society. A judgement of the extent of the effectiveness will also be a feature of a top band response. 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
5 (a)	<p>Describe locus of control with reference to health behaviours.</p> <p>Refer to Appendix 1</p> <p>Candidates are likely to refer to the work of Rotter, who developed the idea of locus of control, although this is not essential. This question emphasises the description of locus of control, being internal or external, and its relevance to health behaviours. Therefore people with internal locus of control are more likely to take steps to affect their health behaviours than those with an external locus of control. This may apply to healthy living such as a response to the 5-a-day campaign, or remedial action such as in response to smoking or weight-loss, for example. Candidates can also refer to other research such as Wallston's health locus of control.</p>	10	<p>Top band candidates will provide an accurate description of locus of control in the context of health behaviours, 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 are theories of health belief reductionist?</p> <p>Refer to Appendix 2</p> <p>The question involves a degree of judgement about the extent to which theories of health belief are reductionist.</p> <p>Reductionism refers to levels of explanation which aim to understand the nature of what is complex by reducing it to that which is simpler or more fundamental; or a position that a complex system is the sum of its parts, and that an account of it can be reduced to accounts of those parts. The advantage of reductionism is that it allows us to tease out the causal factors of human behaviour; a disadvantage is that it can overlook the dynamics between the constituent parts of an explanation or, worse, omit parts of a more complex explanation. Hence, Bandura's research on self-efficacy may apply to his sample and determine those who were more driven to function from one day to the next while not giving the same level of consideration to biological factors.</p>	15	<p>Top band candidates will provide an accurate response specific to how reductionist theories of health belief are, and show extension, for example by involving a degree of judgement about the extent to which the theories are reductionist. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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
6	(a)	<p>How could adherence to medical regimes be improved?</p> <p>Refer to Appendix 1</p> <p>Non-adherence may not be deliberate or rational, so giving greater structure or a clearer regime may be beneficial. Perceived seriousness is another determinant of adherence, so emphasising the importance of a course of medication may improve adherence. Where children are involved parents may be keen to stop medication at the earliest opportunity, so taking medication can be designed to be more 'fun' and less of a chore. Non-adherence may be more rational, such as the avoidance of side effects, where the benefits over costs need to be emphasised. Reinforcement (operant conditioning) may be effective in improvements in adherence, as demonstrated by Watts' 'funhaler' which has the benefit of being fun for the children as well. Care should be taken that candidates write about 'improvements to adherence' not merely reasons for non-adherence, although the latter may be relevant when reporting how adherence could be improved. Other studies such as fear appeals or health belief model are acceptable.</p>	10	<p>Top band candidates will provide an accurate account of how adherence to medical regimes be improved, 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 the 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 adherence to medical regimes.</p> <p>Refer to Appendix 2</p> <p>Usefulness may consider benefit, appropriateness, effectiveness, application and shortcomings, including methodological limitations. Usefulness can range from value to society to application to the individual. This can take the form of broad general comments on principles ie whether it is convincing or not, or considering its specific application in a practical setting.</p>	15	<p>Top band candidates will provide an accurate response specific to the usefulness of research into adherence to medical regimes; and show extension, for example by discussing, not merely identifying, how applicable/useful it is. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion and hence fall short in terms of extension; third band will be superficial; there maybe accurate or appropriate material but it is not used to effectively or precisely address the 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 behavioural treatment for dysfunctional behaviour.</p> <p>Refer to Appendix 1</p> <p>Candidates may address this question by emphasising behavioural (learning) theory as treatment for dysfunctional behaviour. Therefore, describing how dysfunctional behaviour has come about by the 'wrong' behaviours being reinforced, so a new regime of reinforcing appropriate behaviours would correct those behaviours, as seen in token economies used psychiatric wards in hospitals. This can apply not only to reinforcement/operant conditioning, but classical conditioning or modelling could be used by the candidate in the same way. Please note dysfunctional behaviour may include stress, criminal behaviour, in an educational setting or sport.</p>	10	<p>Top band candidates will provide an accurate outline of behavioural treatment for dysfunctional behaviour, 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Compare approaches to treating dysfunctional behaviour.</p> <p>Refer to Appendix 2</p> <p>Comparison may involve a comparing of similarities or contrasts. Good comparisons are likely to be drawn from comparing features of the therapies themselves or comparing shared or contradictory issues. Psychodynamic therapy is based on fulfilling an innate drive, (as is humanistic therapy, albeit personal growth rather than physical gratification) unlike a behavioural approach which considers external contingencies and influences. Behaviourists look to treat the symptom, as does the medical approach (albeit it being physiological rather than environmental) unlike the cognitive or psychodynamic which seek a cause. Cognitive treatment acknowledges biological input as well as past experience and behaviour change, making it more holistic than the more reductionist alternatives. The ethics of treatment and control may also be addressed.</p>	15	<p>Top band candidates will provide an appropriate response to the question by drawing direct comparisons. These will be legitimate comparisons and show extension beyond a superficial statement, for example considering whether the approach addresses treatment of the symptoms or the causes and developing this into which is preferable against the other. 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>

Question		Answer	Marks	Guidance
8	(a)	<p>Describe the characteristics of one anxiety disorder.</p> <p>Refer to Appendix 1</p> <p>Anxiety disorders are such that the level and persistence of anxiety can disturb daily functioning. Anxiety disorders may include phobias, panic attacks or PTSD. The characteristics described may be clinical, taken from ICD-10 or DSM-IVR classifications or more generalised descriptions of the characteristics identified and involved.</p>	10	<p>Top band candidates will name an anxiety disorder and describe its characteristics, showing extension in detail and/or understanding. Second band will be accurate and specific to title but may demonstrate only limited detail or extension; third band will be superficial, using accurate or appropriate material but not to effectively or precisely address the question. The bottom band is for responses that may be flawed but have some creditworthy material included. Responses which refer to only affective or psychotic disorders should not be credited.</p>
	(b)	<p>To what extent is it valid to identify a disorder from a list of characteristics?</p> <p>Refer to Appendix 2</p> <p>The question involves a degree of judgement about the extent to which it is valid to identify (describe) a disorder by a list of characteristics. Validity refers to whether we are measuring what we are claiming to measure ie when a clinician claims to be diagnosing schizophrenia/depression/phobia for example, do these conditions really exist, and if so is it in an agreed form and are the components we observe well defined and is there agreement about what constitutes that disorder. As mental disorder is (arguably) not merely organic, so validity becomes so much more problematic. The different approaches may impact on candidate responses, the behaviourists suggesting the symptoms are the disorder so if this is accepted validity can be quite good, whereas the psychodynamic approach tries to speculate on root causes thus struggles with validity. At the extremes the medical model claims to be valid in that a classification system defines the disorder, though we can debate the validity of the classifications, and the anti-psychiatry model of Szasz and Laing claim there is no valid label as mental disorders do not exist other than as social constructs of a particular time and place.</p>	15	<p>Top band candidates will clearly consider the extent to which a list of characteristics is a valid way of identifying a given mental disorder. For example, they may observe that different constellations of characteristics lead to the same label, such as schizophrenic, so this may lead us to question the very label itself. The injunction also implies that a degree of judgement is required about 'how valid' a list of characteristics is in identifying the named disorder. 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
9	(a)	<p>How does social psychology explain aggression in sport?</p> <p>Refer to Appendix 1</p> <p>Social psychology suggests we learn our behaviour through learning from other people. Our social environment influences or reinforces our behaviours, for example. Berkowitz (1966) shows how cues in the environment cause a response in behaviour. Giving more electric shocks as punishment causes the subject to retaliate, similar in a sporting context if a footballer is constantly having to put up with niggling fouls they will be more likely to commit fouls themselves. Aggressive images seen in a newspaper before a match will lead to more aggression during a match. Simple principles of reinforcement may also explain aggression in sport. For example, a sportsman or woman involved in foul play who is seen as 'cool' by their teammates and lauded by them will be more likely to engage in such behaviour again. Social learning theory could be applied to the sporting context in a similar way using social learning theory. Animal aggression or catharsis do not constitute 'social theories'.</p>	10	<p>Top band candidates will provide an accurate account of how social psychology explains aggression in sport, 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>Evaluate difficulties when researching aggression in sport.</p> <p>Refer to Appendix 2</p> <p>Much research into aggression in sport is taken from traditional psychology and so may not translate well into the sporting arena. Berkowitz tests the giving of electric shocks following a suggested response to a question. The aggression shown is not clearly that shown in physical combat or certainly the physical surrounds are dissimilar. Theoretical perspectives contradict each other – Freud suggesting more aggression is cathartic whereas behaviourists suggest it has the opposite effect so psychology's advice to sport is contradictory. Methodology conducted in a laboratory lacks ecological validity, measures taken from sporting events may be unreliable. The number of free kicks awarded in a football match</p>	15	<p>Top band candidates will clearly identify difficulties when researching aggression in sport, pass comment and draw extension by developing, challenging or pursuing a line of argument. For example, they may demonstrate how Berkowitz's laboratory experiment, though contrived, may be directly applicable to a sporting situation. 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 the 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
			may be in part dependent on the referee's judgement so are inevitably subjective and may not all be for aggressive acts. Problems of sample, sampling and generalisation may all apply research as well.		

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Question	Answer	Marks	Guidance
10 (a)	<p>Outline sports-specific achievement motivation.</p> <p>Refer to Appendix 1</p> <p>Theories of achievement-motivation develop from the early work of Murray and more prominently Atkinson and McLelland. However, the sporting context appears to be particular unto itself in terms of the relationship between motivation and achievement. The motivation to solve an equation in mathematics is lacking in its parallel to the motivation to conquer an opponent in sport. Hence the development of sports-specific achievement motivation. This essentially looks at the relationship between competitiveness, win-orientation and goal orientation. Gill and Deeter's Sports Orientation Questionnaire suggests competitiveness is the key feature in explaining motivation in a sporting context whereas win and goal orientation, though usually present are less so. In this instance, candidates should outline sport specific achievement motivation and not merely describe the questionnaire.</p>	10	<p>Top band candidates will provide an accurate outline of sports-specific achievement motivation, 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 or use appropriate material but not to effectively or precisely address the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>To what extent does research into motivation in sport support the view that psychology is a science?</p> <p>Refer to Appendix 2</p> <p>The 'psychology as science' debate asks whether human endeavour lends itself to scientific analysis, and in this instance sporting endeavour. Without control of extraneous variables we cannot be certain what we have tested and which is our causal variable. Alternatively, unlike the action of chemicals and physical properties, the uncertainty of human experience is the very essence of sport in particular. This debate lends itself particularly well to the study of motivation in sport as outlined in the specification. Any self-report measure such as Gill and Deeter's SOQ benefits from acquiring quantitative data which is more clinical but lets in person variables such as social desirability or</p>	15	<p>Top band candidates will provide an accurate response specific to the view that psychology is a science and show extension, for example by involving a degree of judgement about the extent to which research into motivation in sport support the view. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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
			bias. Achievement motivation similarly attempts to quantify human experience but some of the projective testing lacks scientific rigour and is less reliable than pure scientific enquiry. Techniques of motivation around intrinsic/extrinsic rewards derive from behaviourist reinforcement and so are based on scientific enquiry.		

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Question		Answer	Marks	Guidance
11	(a)	<p>Describe a theory of group cohesion in sport.</p> <p>Refer to Appendix 1</p> <p>The theory to which most candidates are likely to refer is Tuckman's 'forming, storming, norming and performing'. This describes the stages of how groups develop and so applies directly to sport and candidates need to make this link explicit. Cohesion is a social construct and is the glue which bonds groups together. Other work may be applied in response to this question, such as the theoretical aspects of Carron's work on cohesiveness in small groups. Better responses will address 'cohesion', not merely churn out a report on a study.</p>	10	<p>Top band candidates will provide an accurate description of a theory of group cohesion in sport, 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Assess the usefulness of research into group cohesion in sport.</p> <p>Refer to Appendix 2</p> <p>Usefulness may consider benefit, appropriateness, effectiveness, application and shortcomings, including methodological limitations. Usefulness to the sporting arena is particularly a consideration of whether the research applies appropriately to the sports field or the athlete. This can take the form of broad general comments on principles and assumptions ie whether it convinces or not or specific application to a particular sports setting. Better candidates will go beyond "Tuckman's theory is useful because....and Carron's work on group cohesion is useful because....." by showing greater critical awareness.</p>	15	<p>Top band candidates will provide an accurate response specific to usefulness of research into group cohesion in sport; and show extension, for example by involving a degree of judgement to assess, not merely identify, how applicable this is. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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 the 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>How is exercise related to mood states?</p> <p>Refer to Appendix 1</p> <p>The best known research in this area is by Morgan, and includes the development of his POMS (Profile of mood states). Knowledge of this would allow the question to be directly addressed, such as identifying what effect exercise has on various mood states such as reduced tension, depression, fatigue and confusion, but increased vigour and anger. Any research which uses the POMS may also be used as a useful source of reference in response to this question, such as Morgan and Pollock (1977) or Moses et al (1989).</p>	10	<p>Top band candidates will provide an accurate response to how exercise is related to mood states, 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 the 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 exercise and mental health.</p> <p>Refer to Appendix 2</p> <p>An evaluation of ecological validity usually focus on whether research is high or not high in terms of ecological validity. Most research in this area aims to be set in, or collects data from, real life settings. The evaluation could therefore extend to related factors such as lack of control or the ability to generalise. The specification cites evidence from research into the relationship between exercise and mental health. It could be argued to be ecologically valid in that it identifies and tests sportsmen and women, often after competition. The endorphin hypothesis has been tested on Nordic skiers and members of an aerobics class. Leith and Taylor's meta-analysis is less ecologically valid in that it covers a range of research not always directly from the field, but covering the range that it does maybe allows us to do this without losing ecological validity. The evaluation will vary dependent on whether we are testing athletes in the field, athletes away from the field or non-athletes in different settings.</p>	15	<p>Top band candidates will provide an appropriate evaluation of how ecologically valid the research into exercise and mental health may be considered and show extension, for example through arguing why some studies may be considered more ecologically valid than others. Challenging what is apparent or following a line of argument are other ways to access top band. 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 the 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>How does social construction theory explain knowledge acquisition?</p> <p>Refer to Appendix 1</p> <p>Vygotsky suggests that knowledge acquisition, as with all cognitive development, can be attributed to interaction with others. The way language is used is socially and culturally developed. Therefore as children acquire knowledge from their environment adults and knowledgeable others use language which shapes their understanding and construction of their social world. As the ZPD increases, the child is left with a construction of learning, and in this case knowledge acquisition. Answers are likely to be restricted to Vygotsky, but work on social construction by Berger and Luckman or earlier work by George Herbert Mead may be referred to.</p>	10	<p>Top band candidates will provide an accurate explanation of knowledge acquisition using social construction theory, showing extension through 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Evaluate limitations of theories into knowledge acquisition.</p> <p>Refer to Appendix 2</p> <p>Research into knowledge acquisition 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. More specifically, it has been suggested that knowledge is not acquired in as linear a fashion as Piaget suggests. The strong cognitive leaning may also be criticised as being reductionist. Behaviourist research is accused of being oversimplified, lacking ecological validity, not translating from animal to human behaviour or merely being outdated. Again the reductionist criticism may be levelled here.</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, stage theories 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 the 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>How does humanist theory of motivations explain student participation?</p> <p>Refer to Appendix 1</p> <p>Candidates are likely to use Maslow's 'hierarchy of needs' in response to this question. As well as describing the stages of needs and a person's progress through the hierarchy, candidates should explicitly use this to explain student participation in the educational process. Hence, safety needs may refer to anything from science laboratory safety rules at the start of a course to feeling they won't get picked on in the playground; esteem needs may be met by the presentation of certificates in assembly. Other principles from humanist theory may be provided in response to the question, most notably Rogers' student centred approach drawn from work on client-centred therapy. Hence the need for the unconditional, positive regard can be applied to the classroom situation in terms of the teacher-student relationship or warmth, empathy and genuineness seen as qualities to foster personal growth in the pupils. The relevance to 'every child matters' may clearly be drawn.</p>	10	<p>Top band candidates will provide an accurate explanation of student participation using humanist theory of motivation, 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 the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Compare theoretical approaches which motivate students to behave appropriately in education.</p> <p>Refer to Appendix 2</p> <p>Comparison may involve similarities or contrasts. Good comparisons are likely to be drawn from theoretical features of the different approaches or by comparing shared or contradictory issues. For example, psychodynamic theory suggests motivation is based on fulfilling an innate drive, as is humanistic theory's drive to personal growth. This conflicts with the behavioural approach which considers external contingencies and influences to motivate the individual.</p>	15	<p>Top band candidates will provide an appropriate response to the question by drawing direct comparisons. These will be legitimate comparisons and show extension beyond a superficial statement, for example considering how biological and behavioural approaches may suggest imposing a regime whereas a humanistic approach would tend to draw the motivation from the individual, although by removing obstacles to personal growth it too acknowledges the importance of the environment as do the behaviourists. 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</p>

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Question			Answer	Marks	Guidance
					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.

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Question	Answer	Marks	Guidance
15 (a)	<p>Describe the relationship between friendship/bullying and academic success.</p> <p>Refer to Appendix 1</p> <p>Research can include theories, studies, models and concepts for example. Friendship affects educational performance and research by Wentzel and Caldwell (1977) found that students with a number of supportive friendships perform better than those with fewer friends. They conclude that friendships have an impact on self-esteem, self-worth and perceptions of themselves in general. Research by Hartup suggests friendships provide support in dealing with learning anxieties and so aided knowledge acquisition. Students are therefore more confident engaging in learning activities. According to Demetrio, understanding about friendship groups helps the education process in various ways in a number of situations. For example, secondary transfer is assisted by keeping positive friendships together while separating less than helpful friendship groups. Again, the positive effects on self-esteem and anxiety are noted, these effects relating to social skills as well as academic progress.</p>	10	<p>Top band candidates will provide an accurate outline of research into friendship and academic success, 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>Discuss the usefulness of research into student-student social interactions.</p> <p>Refer to Appendix 2</p> <p>Usefulness can be interpreted at a number of different levels. It can refer to the effectiveness of advice to the individual who is being bullied or the appropriateness of guidance to schools to avoid situations where bullying may occur. It can inform policy at county or governmental level. Candidates may instead discuss the extent to which research has practical application, how widely it can be generalised or whether the research is limited to a particular area or culture. It can also consider whether methodology is limited and so caution about findings needs to be exercised.</p>	15	<p>Top band candidates will provide an accurate response specific to usefulness of research into student-student social interactions; and show extension, for example by discussing, not merely identifying, how applicable this is. Second band will be accurate and specific to title but may, for example, struggle to engage in meaningful discussion 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 the 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
16 (a)	<p>Describe the use of inter-group tasks to enable minority ethnic groups to reach their educational potential.</p> <p>Refer to Appendix 1</p> <p>Earlier research such as the classic ‘Robbers Cave’ study or Tajfel’s minimal group study demonstrates how easily discrimination can develop. Sherif shows how competition leads to hostile feelings of ‘us’ and ‘them’ but collaborative effort (seven contact situations such as helping to get the truck going) towards a shared goal eliminates that conflict; Tajfel suggests competition is not necessary in that mere perception of the existence of another group can itself produce discrimination, so again, working towards a shared goal removes that discrimination. These can be applied directly to the education setting. Most likely, candidates will use Aronson’s jigsaw classroom where mixed ethnic grouping sees all working towards a shared goal. All group members have a particular responsibility and collaborative effort is needed to complete the activity.</p>	10	<p>Top band candidates will provide an accurate description of the use of inter-group tasks to enable minority ethnic groups in education, 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 the 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 be applied to enable minority ethnic groups to reach their educational potential?</p> <p>Refer to Appendix 2</p> <p>The term ‘application’ can be addressed in different ways – how applicable comparing theory to practice is for one, how the research can inform teaching methods/lessons, how the research can benefit all learners. The usefulness of application of the research could be challenged in terms of reliability, (ecological) validity, ethnocentrism, limitations of the research and so on. So a consideration of the reliability of using DES statistics, such as designating certain pupils into one ethnic group or another, or the usefulness of suggested classroom activities (eg Aaronson et al, 1978) would be particularly apt.</p>	15	<p>A bland ‘it is a very useful application.....’ or an ‘it does not apply well.....’ type response would constitute an answer in the bottom (1–3) band. This improves to a somewhat limited response; a general or broader response which comments on the debate improves on this and at the top level a more developed and/or elaborated response containing more precise evaluative points and/or issues which comments on the extent of the research.</p>

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APPENDIX 1

GENERIC MARKSCHEME FOR PART (A) QUESTIONS

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

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APPENDIX 2

GENERIC MARKSCHEME FOR PART (B) QUESTIONS

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

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