



**GCE**

**Psychology**

Unit **G543**: Options in Applied Psychology

Advanced GCE

**Mark Scheme for June 2015**

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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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






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Abbreviations, annotations and conventions used in the detailed Mark Scheme

Annotation	Meaning
	Unclear
	Attempts evaluation
	Benefit of doubt
	Context
	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 resources
	Tick
	Development of point
	Omission mark

Highlighting is also available to highlight any particular points on the script

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## FORENSIC PSYCHOLOGY

Question		Answer	Marks	Guidance
1	(a)	<p>Describe the link between disrupted families and criminal behaviour.</p> <p><b>Refer to Appendix 1</b></p> <p>Some research does suggest that being a child from a disrupted family does increase the likelihood of later convictions although the relationship is complex. Juby and Farrington (2001) found that death of the mother had a greater impact on offending than death of the father. Also that disruption due to parental disharmony is worse than parental death. Candidates may also refer to Bowlby's 44 thieves study.</p>	10	<p>Top band candidates will clearly describe the link between disrupted families and criminal behaviour, showing extension in detail and/or understanding.</p> <p>Second band will be accurate and specific to title but may demonstrate only limited detail or extension.</p> <p>Third band will be superficial, using accurate or appropriate material but not to effectively address the question.</p> <p>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 upbringing as a cause of criminal behaviour support the nurture argument?</p> <p><b>Refer to Appendix 2</b></p> <p>The nurture argument would be that criminal behaviour is learnt from the environment.</p> <p>The "To what extent" injunction suggests that candidates should make some form of judgement as to how much the research supports the nurture argument. This could be achieved by highlighting results, which suggest that environmental influences do or do not have a strong influence upon criminal behaviour. Research, which may be made relevant, includes: Juby &amp; Farrington (2001), Bandura et al (1961), Akers et al (1979), Wikström (2003), Sutherland (1947).</p>	15	<p>Top band candidates will provide an accurate response specific to the question and show extension, for example through following/challenging a nurture argument about the influence of upbringing. Top band answers must explicitly make a judgement as to the extent to which research supports the nurture argument.</p> <p>Second band will be accurate and specific to title but may, for example, have limited discussion or fail to engage with the "To what extent" injunction.</p> <p>Third band will be superficial; or accurate or appropriate material but not used to effectively or precisely address the question.</p> <p>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>How could the view of the minority affect the jury when reaching a verdict?</p> <p><b>Refer to Appendix 1</b></p> <p>Evidence to support an answer could come from Moscovici (1969) who found that the greatest influence occurs when the minority remain consistent in their opposition to the majority. Clark (1988) found that the consistency of the minority's arguments and the rate of defection of majority group members to the minority viewpoint were most important. Research which is not specifically related to juries/verdicts must be contextualised, such as Nemeth and Watchler.</p>	10	<p>Top band candidates will clearly explain how minority influence might affect jury decision making, showing extension in detail and/or understanding. For example, supporting points with evidence from research</p> <p>Weaker responses may just give anecdotal responses with little empirical support.</p>
	(b)	<p>Discuss the validity of research into reaching a verdict.</p> <p><b>Refer to Appendix 2</b></p> <p>Candidates should discuss the validity of research into reaching a verdict. Validity considers to what extent the research investigates what it claims to be investigating. "Discuss" requires the candidate to appreciate different views regarding the validity of research.</p> <p>Validity takes many forms and can refer to the internal validity of the research measures being used, such as self-reports etc.</p> <p>Considerations of external validity are appropriate here. Ecological validity is a suitable issue; much of the appropriate research is based in artificial settings, often using mock juries e.g. Pennington &amp; Hastie.</p> <p>Population validity is also an appropriate issue for debate, as it refers to the extent to which the findings can be generalised to the wider population.</p>	15	<p>At the top band candidates will provide a well-developed and/or elaborated response containing precise evaluative points and/or issues which impact on the validity of the research. Evidence to support points or issues will be apposite.</p> <p>Band 2 will cover a range of relevant issues supported by evidence but will lack balance or development.</p> <p>Band 3 will have some issues which address the validity of research but is quite limited.</p> <p>Bottom band is very basic – 'it is valid because.....' or an 'it isn't very valid...' type response with little development or supporting evidence.</p>

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Question		Answer	Marks	Guidance
3	(a)	<p>Describe research into the effect of order of testimony on a jury.</p> <p><b>Refer to Appendix 1</b></p> <p>There are many appropriate studies that have investigated the effect of order of testimony. Some have focused upon 'story order' (where evidence is presented in chronological order, which may involve witnesses giving evidence more than once) vs 'witness order' (where each witness is called once only) such as Pennington &amp; Hastie (1988). Others have examined primacy effects (the first evidence heard having most influence) e.g. Pennington (1982) or recency effects (the last evidence heard) e.g. Thibaut &amp; Walker (1972).</p>	10	<p>Top band candidates will clearly describe research into the effect order of testimony has upon juries, showing extension in detail and/or understanding.</p> <p>Second band will be accurate and specific to title but may demonstrate only limited detail or extension.</p> <p>Third band will be superficial, using accurate or appropriate material but not to effectively address the question.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the methodology of research into persuading a jury.</p> <p><b>Refer to Appendix 2</b></p> <p>This question is an open evaluation so can refer to strengths as well as limitations. Candidates can use a wide range of issues to answer the question, as long as they relate specifically to the methods employed by researchers in this topic. Suitable issues may include: issues related to experimental design, validity, reliability, ethics, generalisation from the sample, qualitative/quantitative data etc. Relevant research includes Pennington (1982), Pennington &amp; Hastie (1988), Loftus (1980), Pickel (1995).</p>	15	<p>At the top band candidates will provide a well-developed and/or elaborated response containing precise evaluative points and/or issues that impact on the validity of the research. Evidence to support points or issues will be apposite.</p> <p>Second band will cover a range of relevant issues supported by evidence but will lack development.</p> <p>Third band will have some issues that address the methodology of research but is quite limited.</p> <p>Bottom band is very basic e.g. 'it is valid because.....' or an 'it isn't very valid...' type response with little development or supporting evidence.</p>

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Question		Answer	Marks	Guidance
4	(a)	<p>What have psychologists learned about depression and suicide risk in prisons?</p> <p><b>Refer to Appendix 1</b></p> <p>Research by Dooley (1990) or Palmer and Connelly (2005) would be appropriate source material to base a good answer upon, but other relevant research is acceptable. Both researchers find links between depression, self-harm and suicidal ideation/attempts. A description of research only would be peripherally relevant, better answers could focus on results/conclusions which give insight into the incidence of depression and/or suicide in prison, possible links between the two, or other factors implicated in suicidal ideation/attempts.</p>	10	<p>Top band candidates will clearly explain what psychologists have learned regarding depression and suicide risk within the prison system, this will be supported with evidence. 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 address the question. For example, merely describing research without relating it to the question. The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Discuss the reliability of research into imprisonment.</p> <p><b>Refer to Appendix 2</b></p> <p>Reliability refers to the consistency of a study or measurement technique. Candidates can refer to different aspects of reliability e.g. whether the study or measurements were consistently carried out, referring to standardised procedures or materials (internal reliability). Or they could refer to whether the same results would be found if the study was repeated (external reliability). For example, the use of standardised psychometric tests, such as, the Beck Depression Inventory II, as used by Palmer &amp; Connelly (2005), would increase internal reliability as it scored in a consistent fashion. Any other features which impact on reliability are creditworthy.</p>	15	<p>Top band candidates will provide a well developed and/or elaborated response containing more precise evaluative points and/or issues as identified above, which may include specific reference to types of reliability. Second band will cover a range of relevant issues supported by evidence, but will lack development. Third band will identify some issues which address the reliability of research but is quite limited. Bottom band is a highly superficial 'it is quite reliable ....' or 'it isn't very reliable....' type response.</p>

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## HEALTH AND CLINICAL PSYCHOLOGY

Question		Answer	Marks	Guidance
5	(a)	<p>Outline research into fear arousal as a method of health promotion.</p> <p><b>Refer to Appendix 1</b></p> <p>It is believed that the fear factor can be a major contributor in changing behaviour. People tend to fear ill-health, pain and disease so this can be exploited to encourage a healthier attitude. This was investigated as early as 1953 when Janis and Feshback considered the effect of fear arousal on dental hygiene, and more broadly by Soames Job (1988), looking at the <b>effective and ineffective use of fear in health promotion campaigns</b>. It appears that there is an optimal level of fear required, as described in "Fear appeals in health promotion campaigns: Too much, too little, or just right" (Hale et al., 1995).</p>	10	<p>Top band candidates will show enough knowledge of detail or level of understanding to relate the research to specifically addressing the question.</p> <p>Second band should be a good answer that will identify a link, maybe through selection of detail reported.</p> <p>Third band will indicate knowledge of the relevant research but not so explicitly linked.</p> <p>Bottom band will be flawed but with some creditworthy material.</p>
	(b)	<p>Evaluate the usefulness of research into methods of health promotion.</p> <p><b>Refer to Appendix 2</b></p> <p>There are various methods of health promotion and the candidate is asked to consider how research into these may be seen as useful. It may be laboratory based research, field experiment or a real life setting. The measures may be more or less valid or vary in terms of reliability. The usefulness of the research may raise ethical concerns. Candidates may wish to consider how</p>	15	<p>Top band responses will address the usefulness of research into methods of health promotion, elaborating with some degree of judgement of how useful that research is.</p> <p>Second band answers will be characterised by more limited elaboration but still provide a good response.</p> <p>Third band responses will be somewhat more limited or superficial.</p> <p>Bottom band responses may be flawed but contain some creditworthy material.</p>



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Question		Answer	Marks	Guidance
		<p>applicable the research is by comparing theory to practice. They may consider how applicable a piece of mainstream research is to Health psychology and how likely it is that the research would have wider impact on health problems. They may go on to consider how useful the research would be to the health industry or medical practice, and how beneficial it would be to various levels of research.</p>		
6	(a)	<p>Describe what researchers have discovered about lack of control as a cause of stress.</p> <p><b>Refer to Appendix 1</b></p> <p>Lack of control, or more accurately perceived lack of control can be a major cause of stress, as well as more tangible stressors, such as work, life changes or daily hassles. We may be able to think of examples in our everyday lives, such as neighbours, work or in our relationships. This should be supported with psychological knowledge in terms of terminology, research and studies. It is most likely (though not necessary) that candidates will refer to Geer and Maisel, who looked at lack of control and predictability. The 'predictability' group suffered the most, i.e. those who knew what was coming but couldn't do anything about it. Other research may be appropriate but must be made relevant.</p>	10	<p>Top band will show evidence of detail, quality of description and interpretation of evidence. A direct response to the question, using psychological knowledge to address the question, will be indicative of the best candidates.</p> <p>Second band will be likely to have an implied response or compromising detail.</p> <p>Third band is likely to have a more superficial reporting of a study or rather anecdotal responses, which merely suggests psychological knowledge implicitly.</p> <p>Bottom band will fail to achieve this but will have some creditworthy material.</p>

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Question		Answer	Marks	Guidance
	(b)	<p>Discuss the ethics of research into causes of stress.</p> <p><b>Refer to Appendix 2</b></p> <p>In asking participants to view images of dead car crash victims, with no screening of past experiences or no briefing, Geer and Maisel risked causing real psychological harm and distress. Was this a price worth paying to find that lack of control was a cause of stress? Despite a researcher's duty of care, Holmes and Rahe (and anyone who uses their SRRS) involves participants recalling stressful events which may cause distress or worse. Johansson's study of Swedish sawmill workers had to be sensitively conducted, including the measures of urine samples, and workers unreported stress. So issues of privacy and confidentiality could be raised.</p>	15	<p>Top band responses will have a more developed and/or elaborated response, extending points on the issue of ethics. Second band will be indicated by a detailed or broad response that is not as extended as top band. Third band will have a superficial and somewhat limited response. Bottom band is likely to have no more than attempting to address the question or a flawed response.</p>
7	(a)	<p>How can biology explain dysfunctional behaviour?</p> <p><b>Refer to Appendix 1</b></p> <p>Essentially, biology can explain dysfunctional behaviour through genetics, biochemistry or neurology. The genetic explanation will usually look at familial research (concordance between family members of varying closeness), especially twin studies (MZ compared to DZ twins), and may include adoption studies (twins reared together and twins reared apart). Biochemistry tends to look at the role of neurotransmitters and in particular dopamine and possibly serotonin. Neurology tends to observe fluid-filled ventricles in the brain or diseases which</p>	10	<p>Top band responses will have detail and show quality of explanation. A direct response to the question, using psychological knowledge to address the question, will be indicative of a top candidate.</p> <p>Second band is likely to have a response compromising on some detail and lack of clarity.</p> <p>Third band is likely to have a more superficial response.</p> <p>Bottom band will fail to achieve this but will have some creditworthy material.</p>

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		affect certain parts of the brain, examples such as that of Clive Waring, are also worthy inclusions.		
	(b)	<p>Evaluate different explanations of dysfunctional behaviour.</p> <p><b>Refer to Appendix 2</b></p> <p>An evaluation of different explanations provided from two or more of the various paradigms form the basis for this answer. A mental disorder may be a pathological condition, may be learned, may be based on a deep seated repressed conflict or borne out of disorganised and irrational thinking. These could all be evaluated as possible explanations and be central to the response. A comparison of the features of the explanations or of issues or methods is another possible approach. Hence, a debate as to how subjective 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 showing extension beyond a superficial statement, for example considering how deterministic biological or behavioural explanations are, or comparing them to the less deterministic cognitive approach, if indeed they are.</p> <p>Second band will be accurate and specific to title but may, for example, struggle in its level of precision or elaboration of evaluation.</p> <p>Third band will provide a more superficial responses.</p> <p>Bottom band is for responses that may be flawed but some creditworthy material is included.</p>
8	(a)	<p>Describe how a behavioural treatment could be used for a patient with <i>either</i> an affective disorder <i>or</i> an anxiety disorder <i>or</i> a psychotic disorder.</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 treatments available is one possible approach. For example, the use of classical conditioning principles, such as association, to treat the disorder could</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.</p> <p>Second band will be accurate and specific to title.</p> <p>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>

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	<p>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>		
(b)	<p>Assess the appropriateness of different treatments for the disorder you referred to in part (a).</p> <p><b>Refer to Appendix 2</b></p> <p>Appropriateness could deal with whether people should undergo a certain treatment, or who should undergo a certain treatment. For example, talk therapies maybe appropriate where there is insight but not for psychotic illnesses. Costs and benefits would also come into the equation of whether a particular therapy was appropriate. Whether a therapy is more holistic or used more in conjunction with other therapies may make it more appropriate. Empowering the patient rather than judging, labelling or imposing may mean it may be considered more ethical too. New treatments, especially new drugs, beg the question about testing on humans versus control groups having no treatment. Confidentiality may also be deserving of consideration. These issues of appropriateness can be assessed with reference to different paradigms.</p>	15	<p>The top band candidates will not only identify how and/or in what circumstances treatments may be appropriate, but consider and assess the appropriateness itself.</p> <p>Second band candidates may fall a little short in the discussion, but will present a good range of points.</p> <p>Third band candidates' responses will be typified by more superficial coverage.</p> <p>Bottom band candidates will lack the accuracy but present some creditworthy material.</p>

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## PSYCHOLOGY OF SPORT AND EXERCISE

Question		Answer	Marks	Guidance
9	(a)	<p>Describe trait and state anxiety in sport.</p> <p><b>Refer to Appendix 1</b></p> <p>It was Spielberger who originally introduced the terms trait and state anxiety in his paper of 1966. Trait refers to a characteristic of that individual, of their personality, whereas state refers to their anxiety of a certain event, situation or circumstance. Candidates could also refer to Martens' SCAT test, the items concerning affect (feeling uneasy), cognition (worrying about making mistakes) and physiology (I notice my heart beats faster) giving insight and clarity into sport competitive trait anxiety. Likewise, his CSAI-2 gives similar insight into competitive state anxiety. The expectation would be for subject terminology if not direct reference to research to be provided, being thorough and reasonably detailed; however a broader answer referring more widely to research and application generally could be equally acceptable.</p>	10	<p>Top band will have a good level of detail, understanding, interpretation and/or application of research to answer the question.</p> <p>Second band will have an answer which compromises the above.</p> <p>Third band will likely be a superficial response which is generally correct.</p> <p>Bottom band responses may be flawed but have some creditworthy material included.</p>
	(b)	<p>Evaluate the application of research into anxiety in sport.</p> <p><b>Refer to Appendix 2</b></p> <p>Research deals with the measurement of anxiety as well as theories, models and the testing of its relationship with performance for example. The candidate is asked to consider how this research has been applied. It may be theory construction, lab based research, field experiment</p>	15	<p>The top band responses will address the application of research into anxiety in sport, elaborating with some degree of judgement of how applicable that research is.</p> <p>Second band answers will be characterised by more limited elaboration but still provide a good response.</p> <p>Third band responses will be somewhat more limited or superficial.</p> <p>Bottom band responses may be flawed but contain some creditworthy material.</p>

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		<p>or a real life setting. The measures may be more or less valid or vary in terms of reliability. The application of the research may raise ethical concerns. Candidates may wish to consider how applicable the research is by comparing theory to practice, how applicable to sports psychology a piece of mainstream research is, or how likely is it that research will have an impact in sports performers, how useful to the sport as a whole, how beneficial on various levels is the research and so on.</p>		
10	(a)	<p>How have audience effects in sport been studied?</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. He tested this by asking 10 year old boys to wind reels alone, in the presence of others and with knowledge of others performing the same task. Zajonc theorised that the mere presence of an audience produced arousal which led to the audience effect. 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. In addressing the 'how' component of the question, it is acceptable for a response to address the methodology as it is the research itself.</p>	10	<p>Top band candidates will produce answers which are detailed, thorough and fluent showing interpretation, understanding and exemplification, for example.</p> <p>Second band will be a good answer which compromises the above.</p> <p>Third band is likely to be a superficial response which is generally correct.</p> <p>Bottom band is for responses that may be flawed but have some creditworthy material included.</p>

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Question	Answer	Marks	Guidance
(b)	<p>Discuss methodological difficulties of investigating audience effects in sport.</p> <p><b>Refer to Appendix 2</b></p> <p>This may be addressed by considering difficulties of method then relating to research; for example the research method employed, experimental design chosen, participants in the sample or sampling method, procedural difficulties etc. Alternatively, candidates could refer to studies as a means of drawing out the methodological difficulties. Thus, Zajonc's cockroach study raises questions of generalisation and extrapolation and is very lab based with all that this entails. However, extraneous variables are well controlled and what better way to test only arousal, and eliminate cognitive effects, by using a creature not famed for its intellect and thought processes! Schwartz and Barsky's research is much more ecologically valid but extraneous variables arguably challenge the reliability as well as the validity of their work.</p> <p>Note that the question calls for discussion about methodological difficulties, and some candidates may fall into the trap of listing difficulties rather than discussing whether they are problematic or how to overcome them, for example.</p>	15	<p>Top band responses will display a developed and/or elaborated response containing more precise evaluative points and/or issues. The candidate may pursue a line of argument and consider a counter claim about the difficulty raised.</p> <p>Second band will be an accurate response with specific references, but maybe lacking the development required for a top band.</p> <p>Third band will be accurate but somewhat more limited, superficial and may be overly descriptive.</p> <p>Bottom band candidates are likely to attempt to address the question or give a highly superficial response.</p>

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Question		Answer	Marks	Guidance
11	(a)	<p>Describe what researchers have discovered about sports coaching</p> <p><b>Refer to Appendix 1</b></p> <p>Psychology has considered how good coaching is through Coaching Effectiveness Training, as investigated by Smith, Smoll and Curtis; the measurement of coaching has been debated, discussed and investigated eg Smith, Smoll and Hunt who proposed a system for measuring coaching behaviour known as CBAS (Coaching Behaviour Assessment System); Carron and Bennett looked into coach-athlete dyads as an indication of coach-athlete compatibility.</p>	10	<p>Top band candidates will provide accounts with greater detail which appreciate what is required to provide a more accurate account of coaching in sport.</p> <p>Second band candidates will compromise detail or explicit reference to sports.</p> <p>Third band candidates will struggle with the detail, oversimplify or fail to contextualise their response.</p> <p>The bottom band will be the weakest responses to receive a mark and will be flawed but still contain some creditworthy material.</p>
	(b)	<p>Assess the usefulness of research into leadership and coaching in sport.</p> <p><b>Refer to Appendix 2</b></p> <p>Should a coach identify their leaders from within or is leadership something that we can be coached? Evidence from research such as that of Stogdill may point to certain traits being necessary for effective leadership. However, evidence also suggests coaches improve leadership with training. Coaching behaviours can be considered and applied, such as through the work of Smith, Smoll and Curtis, to apply the most effective training methods. Coaches can consider and address the impact of various factors together through knowledge of contingency models.</p>	15	<p>Top band candidates will be likely to show what constitutes 'usefulness', or a specific consideration in detail, are both legitimate approaches. 'Assess' requires a degree of judgement, maybe about how useful the research is rather than simply a statement of absolutes.</p> <p>Second band will have an accurate and reasonably detailed, or cogent consideration with less detail.</p> <p>Third band will have a generally accurate if rather limited consideration.</p> <p>Bottom band responses will fail to clearly identify explanations to be discussed, fail to relate to sport or fail to 'assess....', but contain some creditworthy material.</p>



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Question		Answer	Marks	Guidance
12	(a)	<p>Outline body image as an issue in exercise and sport.</p> <p><b>Refer to Appendix 1</b></p> <p>Body image is the picture or image we have of ourselves, the point being that it may differ significantly from reality or how others see us. Loland (1998) showed that physically active people have better body images than physically inactive people. Cash (1994) produced the Multidimensional Body-Self Relations Questionnaire which measures appearance fitness and health, and how they are orientated. Candidates may also refer to Hart et al., who developed and tested a measure of body image anxiety.</p> <p>'Outline' requires an overview of this issue, noting the 'in exercise and sport' demand if it is not explicit in the outline of research itself.</p>	10	<p>Top band answers will accurately reference body image in sport.</p> <p>Second band responses may lack the level of precision or detail required by the best answers.</p> <p>Third band will outline body image without specific reference to research or terminology.</p> <p>Bottom band suggests an answer that may be no more than anecdotal.</p>
	(b)	<p>Evaluate individual and situational explanations of issues in exercise psychology.</p> <p><b>Refer to Appendix 2</b></p> <p>This may be addressed by considering whether issues arise due to personality or innate factors of the individuals concerned, or whether circumstances and environmental context explain such issues. Reference to burnout, body image and drug abuse are likely as these are included in the specification, but any issue may be discussed in terms of individual and situational explanations.</p>	15	<p>Top band responses will display a developed and/or elaborated response containing more precise evaluative points and/or issues. The candidate may pursue a line of argument and consider a counter claim about the difficulty raised.</p> <p>Second band will be an accurate response with specific references, but maybe lacking the development required for a top band.</p> <p>Third band will be an accurate but somewhat more limited, superficial and may be an overly descriptive response.</p> <p>Bottom band is likely to have no more than attempting to address the question or a highly superficial response.</p>

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## PSYCHOLOGY OF EDUCATION

Question		Answer	Marks	Guidance
13	(a)	<p>Describe one Behaviourist model of knowledge acquisition.</p> <p><b>Refer to Appendix 1</b></p> <p>Knowledge acquisition can be explained in terms of stimulus-response, although the focus of behaviourism would see learning in terms of a change in observable behaviour, rather than to discuss mental changes. Although classical conditioning could explain knowledge acquisition, operant conditioning (e.g. Skinner) is more relevant to education, as it explains how knowledge can be acquired through reinforcement. Better answers should engage with the knowledge acquisition element of 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. They will effectively describe one behaviourist model of knowledge acquisition.</p> <p>Second band will be reasonably accurate and specific to the question.</p> <p>Third band will be superficial, using accurate or appropriate material but not effectively linking it to knowledge acquisition.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material.</p>
	(b)	<p>Compare theories of knowledge acquisition.</p> <p><b>Refer to Appendix 2</b></p> <p>Comparison may involve a comparing of similarities or contrasts. Good comparisons are likely to be drawn from comparing features of the theories themselves or comparing shared or contradictory issues. For example, nature/nurture could be explored, with Behaviourist theories clearly on the nurture side of the argument, whereas Piaget has elements of both nature (maturational stages of cognitive development) and nurture (development of cognitive abilities through interaction with the environment).</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 a theory is determinist and then clearly linking this through comparison or contrast to another theory.</p> <p>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.</p> <p>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.</p> <p>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 a theory of multiple intelligences.</p> <p><b>Refer to Appendix 1</b></p> <p>Candidates may outline Gardner’s theory of multiple intelligences (1993). The 7 intelligences described are: Linguistic, Logical-mathematical, Spatial, Musical, Bodily-Kinaesthetic, Interpersonal &amp; Intrapersonal. Weaker candidates will merely provide a list; better answers should show understanding of what different intelligences are, through explanation or example.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding.</p> <p>Second band will be reasonably accurate and specific to the question.</p> <p>Third band will be superficial, using accurate or appropriate material.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
	(b)	<p>Discuss the application of research into personal approaches to learning.</p> <p><b>Refer to Appendix 2</b></p> <p>Research refers to studies, theories or models. The term ‘application’ can be addressed in different ways – how applicable comparing theory to practice is for one, how the research can inform teachers or teaching methods, how the research can benefit learners. The usefulness of application of the research could be challenged; for example if a theory lacks supporting empirical evidence then we cannot be sure that its application would be useful in the real world, for example, Gardner (1993). Perhaps reductionism is also relevant for some research, such as Rose’s (1985) Visual, Auditory, and Kinaesthetic learning styles. “Discuss” suggests that the candidate should take into account differing views.</p>	15	<p>At the top band candidates will provide a well-developed and/or elaborated response which discusses the application of research into personal approaches to learning. Evidence to support points or issues will be apposite.</p> <p>Second band will cover a range of relevant issues supported by evidence but will lack development.</p> <p>Third band will have some points which address the methodological issues of research into student beliefs and expectations but is quite limited.</p> <p>Bottom band is very basic with little development or supporting evidence. For example ‘it is a very useful application.....’ or an ‘it does not apply well.....’ type response with little more than anecdotal support.</p>

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Question		Answer	Marks	Guidance
15	(a)	<p>How do teacher expectations influence student performance?</p> <p><b>Refer to Appendix 1</b></p> <p>Much research suggests that low teacher expectations are associated with poorer student performance, whereas high teacher expectations are associated with superior student performance (sometimes known as the “Pygmalion effect”). Some researchers have suggested that some teachers have lower expectations of particular ethnic groups and this impacts on their teaching and the students’ subsequent performance. Good answers should be supported with evidence such as Rubie-Davies (2010), Rosenthal &amp; Jacobson (1968) etc.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. Second band will be reasonably accurate and specific to the question. Third band will be superficial, using accurate or appropriate material e.g. just describing research but with little relation to the 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 student-teacher social interactions ecologically valid?</p> <p><b>Refer to Appendix 2</b></p> <p>Ecological validity refers to whether the behaviours measured or recorded in research are typical of real life situations. Most research in this area aims to be set in, or collects data from, real life settings. Many studies involve observation of student-teacher interactions within the classroom such as Rubie-Davies (2010) or Galton (2002) Some researchers manipulate student-teacher interactions which could reduce ecological validity e.g. Rosenthal and Jacobson (1968).</p>	15	<p>At the top band candidates will provide a well-developed and/or elaborated response. which clearly considers the extent to which research has been conducted in an ecologically valid way. Better responses will engage with the “To what extent” command of the question. Second band will cover a range of relevant points supported by evidence but will lack development. Candidates in this band may have failed to engage with the “To what extent” aspect of the question. Third band will have some issues which address the ecological validity of research but is quite limited. Bottom band is very basic – ‘it is ecologically valid because.....’ or an ‘it lacks ecological validity’ type response with little development or supporting evidence.</p>

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Question	Answer	Marks	Guidance
16 (a)	<p>Describe what psychologists have learned about the influence of role models on educational performance in minority ethnic groups.</p> <p><b>Refer to Appendix 1</b></p> <p>Role models can influence educational performance of ethnic minority groups in a number of different ways, whether that is modelling desired behaviours or attitudes. Role models can be fellow students, volunteers from the community or ethnic minority staff.</p> <p>Where language skills are necessary, talking partner schemes involve pairing children with good English skills with other students who need to improve. This form of peer modelling has been successful with Somali children in Lambeth (Demie, Lewis &amp; Mclean, 2008). Project 2000 brought in volunteer African-American male college students to act as teaching assistants but also as positive role models in the school, the effect of which was to model positive attitudes and behaviours towards school work. (Wells-Wilbon &amp; Spencer, 2001). Similar findings have been seen with ethnic minority staff.</p>	10	<p>Top band candidates will provide an accurate response specific to the question and show extension in detail and/or understanding. They will effectively explain the influences that role models have shown on minority ethnic groups. Specifically how they may affect educational performance. Second band will be reasonably accurate and specific to the question.</p> <p>Third band will be superficial, using accurate or appropriate material for example describing research without coming to any form of conclusion regarding influence of the role models.</p> <p>The bottom band is for responses that may be flawed but have some creditworthy material included.</p>
(b)	<p>Evaluate methodological difficulties in research into enabling minority ethnic groups to achieve their educational potential</p> <p><b>Refer to Appendix 2</b></p> <p>Candidates should evaluate difficulties of research into enabling minority ethnic groups.</p> <p>Research may suffer with methodological limitations, for example issues with validity or reliability of measurements, or the research may not be able to be generalised to other settings or the wider population. Ethics is also creditworthy here.</p>	15	<p>Top band candidates will provide a well-developed and/or elaborated response containing precise evaluative points and/or issues. Development/elaboration could be achieved, for example, by incorporating a discussion on how useful or not some research is, or the degree to which the methodological limitations of the research does or does not impact on the findings presented.</p> <p>Second band will cover a range of relevant issues supported by evidence, but will lack balance or development.</p> <p>Third band will identify some issues which address the limitations of research but is quite limited.</p>

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Question			Answer	Marks	Guidance
					No more than an attempt to address the question or a superficial response would constitute an answer in the bottom (1-3) band.

**APPENDIX 1 – GENERIC MARK SCHEME FOR PART (A) QUESTIONS**

<b>Marks</b>	<b>Generic Mark scheme (part a)</b>
<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.

**APPENDIX 2 – GENERIC MARK SCHEME FOR PART (B) QUESTIONS**

<b>Marks</b>	<b>Generic Mark Scheme (part b)</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 are evident and demonstrate 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 are 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 are highly skilled and show thorough understanding.



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