



**GCE**

**Psychology**

Unit **H567/03**: Applied psychology

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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
















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## Annotations

Annotation	Meaning
	Tick
	Incorrect response
	Benefit of doubt given
	Attempts evaluation
	Context
	Evaluation
	Significant amount of material which doesn't answer the question
	Not answered question
	Unclear
	Good use of research/supporting evidence
	Development of point
	Omission mark
	Use in conjunction with other annotations to highlight text
	Use in conjunction with other annotations to highlight text
	Blank page

**Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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## LEVELS OF RESPONSE – LEVEL DESCRIPTORS

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

## USING THE MARK SCHEME

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

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

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

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

## INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

- 1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

**Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

**Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

**Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.
- 4 Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.

## Section A: Issues in mental health

Question		Answer	Marks	Guidance
1	(a)	<p><b>Outline a non-biological treatment of one specific disorder.</b></p> <p><b>AO2 (5 marks)</b> Candidates are likely to refer to exposure-based therapies such as systematic desensitisation or flooding, aversion therapy, cognitive behavioural therapies, client-centred therapy, or psychotherapy. Candidates must specify the disorder being treated to access more than the bottom band. Treatments must be non-biological.</p> <p>Other appropriate responses should be credited.</p>	5	<p><b>5 marks</b> – Good application of a clear, detailed and accurate non-biological treatment to a specified (named) disorder.</p> <p><b>3-4 marks</b> – Reasonable application of a non-biological treatment to a specified (named) or implied disorder.</p> <p><b>1-2 marks</b> – Limited application of a non-biological treatment with no reference to a specific disorder.</p> <p><b>0 marks</b> – No creditworthy response.</p>
1	(b)	<p><b>Discuss one strength and one weakness of the non-biological treatment referred to in your answer to 1(a).</b></p> <p><b>AO1 (3 marks)</b> Candidates will demonstrate knowledge and understanding by commenting accurately on the non-biological treatment referred to in response to the previous question. For the top band, points made need to be accurate and to be specific to the non-biological treatment referred to (i.e. be more than just generic points).</p> <p><b>AO3 (3 marks)</b> Candidates should consider one strength and one weakness of the non-biological treatment referred to in response to the previous question. Points made could relate to the efficacy of a treatment, practical issues (e.g. cost, availability), side effects, etc. Points need actually to be strengths or weaknesses and should be discussed.</p> <p>Other appropriate responses should be credited.</p>	6	<p><b>5-6 marks</b> – Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. There is good relevant knowledge and understanding.</p> <p><b>3-4 marks</b> – Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. There is reasonable relevant knowledge and understanding.</p> <p><b>1-2 marks</b> – Response demonstrates limited analysis, interpretation and/or evaluation that may be related to the topic area. There is limited relevant knowledge and understanding.</p> <p><b>0 marks</b> – No creditworthy response.</p>

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Question		Answer	Marks	Guidance
2	(a)	<p><b>In the key research by Szasz (2011), the author states that “there is no such thing as mental illness.” How does Szasz defend this claim?</b></p> <p><b>AO1 (3 marks)</b> Candidates could be expected to make reference to any of Szasz’s arguments. For example, some bodily illnesses are wrongly diagnosed as mental illnesses; the term ‘mental illness’ reflects a judgement by other people about particular (‘bad’) ways of behaving; it’s a legal definition; it’s a medical construct; it’s a political construct; it’s society’s judgement. Although Szasz mentions derogatory labels he does not refer to labelling theory.</p> <p>Other appropriate responses should be credited.</p>	3	<p><b>3 marks</b> – Good knowledge and understanding of the rationale behind Szasz’s view about mental illness. Reasons are identified and explained.</p> <p><b>2 marks</b> – Reasonable knowledge and understanding of the rationale behind Szasz’s view about mental illness. Reasons are identified but not explained.</p> <p><b>1 mark</b> – Limited knowledge and understanding of the rationale behind Szasz’s view about mental illness.</p> <p><b>0 marks</b> – No creditworthy response.</p>
2	(b)	<p><b>Evaluate Szasz’s view that “there is no such thing as mental illness.”</b></p> <p><b>AO1 (1 mark)</b> Arguments should be illustrated with appropriate examples (e.g. of mental disorders, cultures, diagnostic manuals, etc.).</p> <p><b>AO3 (4 marks)</b> Comments could be supportive or critical. In defence of Szasz’s view, for example, candidates might point to the way in which judgements about what counts as a mental illness can vary over time or between cultures; they could also point to biological explanations of specific mental disorders. Against Szasz’s argument, they might cite examples of disturbances that would elicit concern in any location at any time, and which have not been explained biologically; they could also make reference to the way in which diagnoses of mental illness can open the door to support. To be able to access the top band, candidates are</p>	5	<p><b>5 marks</b> – Good evaluation of Szasz’s view about mental illness. Typically, at least two lines of argument will be explored with relevant supporting evidence.</p> <p><b>3–4 marks</b> – Reasonable evaluation of Szasz’s view about mental illness. Two lines of argument may be explored with limited supporting evidence or one line of argument may be explored with good supporting evidence.</p> <p><b>1–2 marks</b> – Limited evaluation of Szasz’s view about mental illness. One line of argument is explored with reasonable or limited supporting evidence.</p> <p><b>0 marks</b> – No creditworthy response.</p>



Question	Answer	Marks	Guidance
	<p>likely to explore more than one argument.</p> <p>Other appropriate responses should be credited.</p>		
3	<p><b>Explain how the key research by Rosenhan (1973) contributes to an understanding of individual, social and cultural diversity.</b></p> <p><b>AO1 (2 marks)</b> Candidates should illustrate their arguments with appropriate details from within the Rosenhan paper.</p> <p><b>AO2 (4 marks)</b> In relation to individual diversity, candidates could point to the way in which 35 patients (but no staff members) suspected the pseudopatients of faking their symptoms in study 1; from study 2, they could point to differences between members of staff in their ratings of whether the 193 patients were pseudopatients or not. Social diversity could be illustrated by the way in which one social group (students) were treated differently from another social group (patients diagnosed with mental disorders) when they asked an innocuous question. The study could be said to contribute to an understanding of cultural diversity by illustrating how, in one particular culture (the USA), mental disorders are/were (mis)diagnosed; points could also be made about how patients in mental hospitals within this culture are/were treated.</p> <p>Other appropriate responses should be credited.</p>	6	<p><b>5-6 marks</b> – Response demonstrates good application of psychological knowledge and understanding. There is good relevant knowledge and understanding.</p> <p><b>3-4 marks</b> – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable relevant knowledge and understanding.</p> <p><b>1-2 marks</b> – Response demonstrates limited application of psychological knowledge and understanding. There is limited relevant knowledge and understanding.</p> <p><b>0 marks</b> – No creditworthy response.</p>

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Question		Answer	Marks	Guidance
4	*	<p><b>To what extent are explanations of mental illness determinist?</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of what makes something 'determinist'.</p> <p><b>AO3 (8 marks)</b> Candidates should analyse, interpret and evaluate explanations of mental illness in relation to determinism. Relevant points that could be made in the context of arguments about freewill or determinism might relate to concordance rates, causation versus correlation, individual differences, the effectiveness of treatments (and what this might tell us about an explanation), findings from empirical research, the difficulties of isolating individual causes, etc. Arguments could support determinism or freewill. Any explanations of mental illness can be referred to. The injunction 'to what extent' invites consideration of how far explanations of mental illness are determinist.</p> <p>Other appropriate responses should be credited.</p>	10	<p><b>9–10 marks</b> – The response demonstrates good knowledge and understanding of determinism. There is a good analysis of determinism in relation to alternatives to explanations of mental illness. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>6–8 marks</b> – The response demonstrates reasonable knowledge and understanding of determinism. There is a reasonable discussion of determinism in relation to explanations of mental illness. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>3–5 marks</b> – The response demonstrates limited knowledge and understanding of determinism. There is a limited discussion of determinism superficially related to explanations of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>1–2 marks</b> – The response demonstrates basic knowledge and understanding of determinism. There is a basic discussion of determinism which may not be in relation to explanations of mental illness. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> – No creditworthy response.</p>
		<b>Total</b>	<b>35</b>	

## Section B: Options

Question			Answer	Marks	Guidance
5	(a)	*	<p><b>Use the key research by Van Leeuwen et al. (2008) to explain the effect of biological factors upon intelligence.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Van Leeuwen et al. to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p><b>AO2 (5 marks)</b> Candidates should <i>apply</i> their knowledge and understanding of the study by Van Leeuwen et al. to explain the effect of biological factors upon intelligence. Answers can be expected to refer to the finding that genetic effects accounted for 67% of the participants' scores on the Raven tests, although for children with a genetic predisposition towards lower intelligence the effect of biological factors was reduced as an additional 9% of the variation between participants was attributable to gene-environment interaction. Better responses will explain the biological factors (e.g. emphasising how monozygotic twins share all, or nearly all, of their DNA). Less detailed answers or answers that simply describe the study without using it to explain the effect of biological factors upon intelligence will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
	(b)	*	<p><b>Discuss methodological issues involved when researching intelligence.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of methodological issues.</p>	15	PLEASE REFER TO APPENDIX 2

Question	Answer	Marks	Guidance
	<p><b>AO3 (13 marks)</b>  Candidates should analyse, interpret and evaluate methodological issues involved when researching intelligence. As well as referring to the key research, candidates can refer to research investigating what psychologists mean by intelligence and what biological factors could affect intelligence. Any relevant study is creditworthy. There are many potential methodological issues but issues centring on the validity of intelligence tests are especially pertinent (e.g. debates about the construct being measured and whether it should be defined broadly to include EI or MI). Cultural bias and internal reliability (e.g. split-half reliability) can also be raised as issues with tests themselves. Candidates may also explore issues with research into factors influencing intelligence such as ensuring representative samples of participants and controlling for participant variables: these may be linked to the use of twin or adoption studies. Validity may emerge as an issue again (e.g. via brain scans or establishing cause and effect) and so too may reliability (e.g. through sample sizes or through research needing to be repeated). Answers can be critical but can also defend the research.-Methodological issues need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>		
(c)	<p>* <b>What advice might a psychologist provide to Nasra's company about the best method for assessing the intelligence of job applicants?</b></p> <p><b>AO2 (10 marks)</b>  Candidates need to apply their knowledge and understanding of methods of assessing intelligence. Answers may make reference to specific intelligence tests (e.g. Raven's Advanced Progressive Matrices, or the</p>	10	PLEASE REFER TO APPENDIX 3

Question			Answer	Marks	Guidance
			<p>Wechsler Adult Intelligence Scale) and any relevant test would be creditworthy (e.g. testing for Multiple Intelligences or Emotional Intelligence). However, candidates can still access the top bands by describing methods of assessing intelligence without naming a specific test. The strongest responses will engage with the question of why their suggested method is “best”, possibly referring to the content of the test, to the type of data it generates, or even to practical considerations in relation to its administration, etc. It is important that the suggestions are related to the context of the question (i.e. a company involved in designing computer games). A suggested method could draw upon a range of existing ways of measuring intelligence, collating them together into a new method specifically for this situation.</p> <p>Other appropriate responses should be credited.</p>		
6	(a)	*	<p><b>Use the key research by Dixon et al. (2002) to explain how the characteristics of a defendant can affect whether they are found guilty.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Dixon et al to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p><b>AO2 (5 marks)</b> Candidates should <i>apply</i> their knowledge and understanding of the study by Dixon et al to explain how the characteristics of a defendant can affect whether they are found guilty. Answers can be expected to focus on having a ‘Brummie’ accent and also, in the case of blue-collar crime, being black. They may also refer to the variable of superiority in relation to a suspect’s accent</p>	10	PLEASE REFER TO APPENDIX 1

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Question	Answer	Marks	Guidance
	(with the 'Brummie' accent being rated as less superior than the 'standard' accent). Less detailed answers or answers that simply describe the study without using it to explain how the characteristics of a defendant can affect whether they are found guilty will only gain marks in the lower bands.		
(b)	<p>* <b>Discuss ethical considerations of research into psychology and the courtroom.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of ethical considerations.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate ethical considerations of research into psychology and the courtroom. As well as referring to the key research, candidates can refer to research investigating how juries can be persuaded by the characteristics of witnesses and defendants. Any relevant study is creditworthy. Candidates may refer to ethical guidelines in their answer (informed consent, withdrawal, protection from harm, etc.), but stronger responses may go further to consider such issues as the ethics of research being used to help the guilty be found innocent or the innocent be found guilty. The question of whether 'the end justifies the means' could be explored. Candidates may be critical in the points they make but, equally, they may defend research. Ethical considerations need to be evaluated, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2

Question		Answer	Marks	Guidance
	(c)	* <b>What might a psychologist suggest about how Alan can improve jury decision-making?</b>  <b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of strategies to influence jury decision-making. Suggestions could centre on concealing characteristics of witnesses and/or defendants that could affect jurors (e.g. through them testifying from behind screens, etc.) or requiring that any extra-evidential strategies found to influence juries be used by both prosecution and defence so that neither side gains an unfair advantage. Juries could also be given training (e.g. about not giving undue weight to witnesses just because they are confident, or about being wary of the CSI effect). Answers that consider the size of a jury or the nature of jury deliberation (e.g. requiring secret voting to avoid conformity effects) can also be relevant. It is important that the suggestions are related to the context of the question.  Other appropriate responses should be credited.	10	PLEASE REFER TO APPENDIX 3
7	(a)	* <b>Explain how the key research by Ulrich (1984) could be used to influence the design of hospitals.</b>  <b>AO1 (5 marks)</b> Candidates must refer to the key study by Ulrich to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.  <b>AO2 (5 marks)</b> Candidates should <i>apply</i> their knowledge and understanding of the study by Ulrich to make suggestions about the design of hospitals. Answers can be expected to	10	PLEASE REFER TO APPENDIX 1

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Question	Answer	Marks	Guidance
	<p>focus on the views from windows, with views of natural scenes (trees) being favoured over views of walls. The best candidates will go further, suggesting that patients recovering from the most serious conditions be prioritised when allocating tree views, beds within wards be positioned close to windows with tree views, hospitals be designed to have as many rooms as possible with outward-looking views over trees, etc. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used to influence the design of hospitals will only gain marks in the lower bands.</p>		
(b)	<p>* <b>Discuss the validity of research into psychological effects of the built environment.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of the validity of research.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate the validity of research into the psychological effects of the built environment. As well as referring to the key research, candidates can refer to research investigating the impact of the built environment and urban renewal on our wellbeing. Any relevant research is creditworthy. Candidates may discuss the following: the difficulty of isolating a particular variable (e.g. nature view; noise; density) to be able to say that it is this that is having an effect; the extent to which data collected through self-report means might be vulnerable to demand characteristics or social desirability bias; the extent to which findings from a particular sample can be generalised from (i.e. population validity); whether findings have had predictive validity in relation to the success of future buildings projects; the</p>	15	PLEASE REFER TO APPENDIX 2



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Question		Answer	Marks	Guidance
		<p>ecological validity of field-based research may be praised at the same time as difficulties in imposing controls on it may be recognised. Points about validity need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>		
	(c)	<p>* <b>What might a psychologist suggest about how Jon can achieve his aim?</b></p> <p><b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of environmental design used to improve health/wellbeing. There are a wide range of suggestions that could be made including incorporation of green spaces, low density housing, noise reduction, defensible space, cul-de-sacs, cycle lanes, local facilities (to avoid unnecessary travel), etc. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
8	(a)	<p>* <b>Use the key research by Munroe-Chandler et al. (2008) to explain the benefits of imagery in sport.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Munroe-Chandler et al to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p>	10	PLEASE REFER TO APPENDIX 1

Question	Answer	Marks	Guidance
	<p><b>AO2 (5 marks)</b> Candidates should <i>apply</i> their knowledge and understanding of the study by Munroe-Chandler et al to explain the benefits of imagery in sport. Answers can be expected to focus on how, out of the five ways of using imagery, MG-M imagery was found to be a strong predictor of both self-confidence and self-efficacy for young athletes, and this was true irrespective of whether they played recreationally or competitively. Although it was stronger for recreational players, this was not significantly so. This suggests how MG-M imagery can be beneficial in boosting self-confidence and/or self-efficacy. It is important that answers are related to the sporting context. Less detailed answers or answers that simply describe the study without relating its findings to the context of sport will only gain marks in the lower bands.</p>		
(b)	<p>* <b>Discuss the reliability of research into motivation in sport.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of reliability.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate the reliability of research into motivation in sport. Reliability issues can arise in a number of ways, such as through the use of standardised questionnaires, the use of multiple items to measure the same variable, the use of large samples, testing and retesting, or through whether findings are supported in follow-up studies. As well as referring to the key research, candidates can refer to studies investigating self-efficacy and sports confidence, including imagery and sports orientation. Any relevant research is creditworthy; however, it does need locating in the context</p>	15	PLEASE REFER TO APPENDIX 2

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Question		Answer	Marks	Guidance
		<p>of the question. Candidates may argue for or against the reliability of research into motivation in sport. Reliability issues need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>		
(c)	*	<p><b>What advice might a sports psychologist give Debbie about how to motivate the players in her daughter's rugby team?</b></p> <p><b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of strategies for motivating athletes. Answers may centre on the use of imagery (especially MG-M imagery), although should be extended to address the issue of how to do this. Answers could also centre on ways of enhancing self-efficacy, self-confidence, competitiveness, or intrinsic motivation. These concepts may be linked in with each other or analysed separately. Better answers will engage closely with the 'how' part of the question, focusing in on precise ways in which the different motivational strategies might be put into practice. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3

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## APPENDIX 1

## Generic mark scheme for Section B PART (a) QUESTIONS

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Level	Marks	Generic mark scheme (Part a)
4	9 – 10	<p>Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	6 – 8	<p>Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3 – 5	<p>Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>

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Level	Marks	Generic mark scheme (Part a)
1	1 – 2	<p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No creditworthy response.

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## APPENDIX 2

**Generic mark scheme for Section B PART (b) QUESTIONS***AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)**AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)*

Level	Marks	Generic mark scheme (part b)
4	12–15	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	8–11	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	4–7	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1–3	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No creditworthy response.

H567/03

Mark Scheme

June 2018

## APPENDIX 3

## GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS

*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)*

Level	Marks	Generic Mark Scheme (part c)
4	9 – 10	Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
3	6 – 8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	3 – 5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
1	1 – 2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No creditworthy response.

**Assessment Objectives (AO) Grid (\*includes quality of extended response)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1a</b>		<b>5</b>		<b>5</b>
<b>1b</b>	<b>3</b>		<b>3</b>	<b>6</b>
<b>2a</b>	<b>3</b>			<b>3</b>
<b>2b</b>	<b>1</b>		<b>4</b>	<b>5</b>
<b>3</b>	<b>2</b>	<b>4</b>		<b>6</b>
<b>4*</b>	<b>2</b>		<b>8</b>	<b>10</b>
<b>5a*</b>	<b>5</b>	<b>5</b>		<b>10</b>
<b>5b*</b>	<b>2</b>		<b>13</b>	<b>15</b>
<b>5c*</b>		<b>10</b>		<b>10</b>
<b>6a*</b>	<b>5</b>	<b>5</b>		<b>10</b>
<b>6b*</b>	<b>2</b>		<b>13</b>	<b>15</b>
<b>6c*</b>		<b>10</b>		<b>10</b>
<b>7a*</b>	<b>5</b>	<b>5</b>		<b>10</b>
<b>7b*</b>	<b>2</b>		<b>13</b>	<b>15</b>
<b>7c*</b>		<b>10</b>		<b>10</b>
<b>8a*</b>	<b>5</b>	<b>5</b>		<b>10</b>
<b>8b*</b>	<b>2</b>		<b>13</b>	<b>15</b>
<b>8c*</b>		<b>10</b>		<b>10</b>
<b>Totals</b>	<b>25</b>	<b>39</b>	<b>41</b>	<b>105</b>



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**CB2 8EA**

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**Education and Learning**

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Facsimile: 01223 552553

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