



Oxford Cambridge and RSA

**GCE**

**Psychology**

**H567/03: Applied psychology**

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

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

## 1. 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.

### 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	Response demonstrates limited application of psychological knowledge and understanding. Application may be	Response demonstrates limited analysis, interpretation and/or evaluation that may be

	understanding. Limited description lacking in detail.	related to the general topic area rather than the specific question.	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>How might one of the historical views of mental illness explain Ali's behaviour?</b></p> <p><b>AO1 (2 marks)</b> Candidates will demonstrate knowledge and understanding through accurate reference to one of the historical views of mental illness (e.g. the four humours; demonic possession; etc.).</p> <p><b>AO2 (2 marks)</b> Candidates are required to <i>apply</i> the historical view of mental illness to explain Ali's behaviour. For example, reference could be made to imbalance in the four humours, to Ali being possessed by evil spirits, etc.</p> <p>Other appropriate responses should be credited.</p> <p>Candidates could identify/elaborate a historical view , eg humours+example of humours,(1) explain the issue ie imbalance,(1) identify the characteristics of the issue, eg excitability (1), and link to Ali in the scenario. (1)</p>	4	<p><b>4 marks</b> – good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.</p> <p><b>3 marks</b> – reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.</p> <p><b>2 marks</b> – limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.</p> <p><b>1 mark</b> – basic application of psychological knowledge and understanding. Application may simply comprise identification of one historical view of mental illness.</p> <p><b>0 marks</b> – no creditworthy response</p>
1	(b)	<p><b>Outline one way the medical model might explain Ali's behaviour.</b></p> <p><b>AO1 (2 marks)</b> Candidates will demonstrate knowledge and understanding through accurate reference to one of the medical model explanations of mental illness (i.e. biochemical; genetic; or brain abnormality).</p> <p><b>AO2 (2 marks)</b></p>	4	<p><b>4 marks</b> – good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.</p> <p><b>3 marks</b> – reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.</p>

Question		Answer	Marks	Guidance
		<p>Candidates are required to <i>apply</i> their chosen medical model explanation to make sense of Ali's behaviour. For example, reference could be made to biochemical imbalance within his brain or to genetic inheritance.</p> <p>Other appropriate responses should be credited.</p> <p>Candidates could identify/elaborate medical model (eg biological and neurotransmitters) explain the issue ie imbalance/levels,(1) identify the characteristics of the issue, eg excitability (1), and link to Ali in the scenario. (1)</p>		<p><b>2 marks</b> – limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.</p> <p><b>1 mark</b> – basic application of psychological knowledge and understanding. Application may simply comprise identification of one medical model explanation of mental illness.</p> <p><b>0 marks</b> – no creditworthy response</p>
1	(c)	<p><b>How might one of the alternatives to the medical model explain Ali's behaviour?</b></p> <p><b>AO1 (2 marks)</b> Candidates will demonstrate knowledge and understanding through accurate reference to one of the alternatives to the medical model (i.e. the behaviourist, cognitive, humanistic, psychodynamic or cognitive neuroscience explanations).</p> <p><b>AO2 (2 marks)</b> Candidates are required to <i>apply</i> their chosen alternative to the medical model explanation to make sense of Ali's behaviour. For example, reference could be made to socially learned behaviour, to positive reinforcement, or to 'faulty' ways of thinking.</p> <p>Other appropriate responses should be credited.</p> <p>Candidates could identify/elaborate alternative, eg humanistic, self worth/self actualisation,(1) explain the issue ie low self esteem,(1) identify the characteristics of</p>	4	<p><b>4 marks</b> – good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.</p> <p><b>3 marks</b> – reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.</p> <p><b>2 marks</b> – limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.</p> <p><b>1 mark</b> – basic application of psychological knowledge and understanding. Application may simply comprise identification of one alternative to the medical model explanation of mental illness.</p> <p><b>0 marks</b> – no creditworthy response</p>



Question		Answer	Marks	Guidance
		the issue, low expectations so self esteem high (1), and link to Ali in the scenario. (1)		
2	(a)	<p><b>How did Rosenhan explain the behaviour of the abusive staff?</b></p> <p><b>AO2 (3 marks)</b> The abuse itself could be explained in terms of staff being in a position of power and not seeing the patients as equals. However, to address the question of why the abuse was ended when another member of staff appeared, reference could be made to how other members of staff will have been seen as credible witnesses, while (owing to their diagnosis of a mental illness) patients would not have been.</p> <p>Candidates could identify any three from the characteristics of the practitioners which would make them likely to abuse, eg power; characteristics of the patients likely to make them victims eg label; and consequences eg verbal abuse. This would also be the case for behaviour stopping, if the characteristics of the co-workers are identified eg likely to be believed.</p>		<p><b>3 marks</b> – good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.</p> <p><b>2 marks</b> – reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.</p> <p><b>1 mark</b> – limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.</p> <p><b>0 marks</b> – no creditworthy response</p>
2	(b)	<p><b>Describe two ways in which the key research by Rosenhan (1973) could have been improved.</b></p> <p><b>AO3 (6 marks)</b> Suggestions could centre on collecting data from a larger number of hospitals and/or from hospitals beyond the USA. Having the pseudopatients present with more than one set of symptoms could also be referred to, as well as formally testing whether there were any tendencies towards inaccurate diagnosis based on the age, gender</p>	3+3	<p>For each suggestion:</p> <p><b>3 marks</b> – good response. Suggestion that is appropriate, developed <i>and</i> explicitly related to the Rosenhan study.</p> <p><b>2 marks</b> – reasonable response. Suggestion that is appropriate <i>and either</i> developed <i>or</i> explicitly related to the Rosenhan study (but not both).</p>

Question	Answer	Marks	Guidance
	<p>or ethnicity of the person presenting with the symptoms (or, indeed, on any characteristics of the diagnosing practitioner). Improvements need to actually be improvements (rather than changes) and they should be described rather than simply identified. Candidates need to contextualise their suggested improvements to the Rosenhan study.</p> <p>Other appropriate responses should be credited.</p>		<p><b>1 mark</b> – limited response. Suggestion that is appropriate, but is <i>neither</i> developed <i>nor</i> explicitly related to the Rosenhan study.</p> <p><b>0 marks</b> – no creditworthy response</p>
3	<p><b>* Compare the characteristics of an affective disorder with the characteristics of a psychotic disorder.</b></p> <p><b>AO1 (4 marks)</b>            Demonstration of knowledge and understanding of the different disorders is likely to be achieved through accurate reference to their characteristics in context (e.g. for the characteristics of an affective disorder, the candidate may refer to the symptoms of depression or bipolar disorder; for the characteristics of a psychotic disorder, the candidate may refer to the symptoms of schizophrenia).</p> <p><b>AO3 (4 marks)</b>            The injunction to ‘compare’ invites candidates to explore similarities and/or differences between the characteristics of the two disorders. Points of comparison are likely to centre on the characteristics themselves (e.g. hallucinations; flattened mood; effects on sleeping), but could equally broaden out into the level of insight the individual has of their condition, whether they retain contact with reality, effects on personality, etc. Reference could also be made to the ways in which the characteristics are known about (e.g. via self-report or</p>	8	<p><b>7-8 marks</b> – Good points of comparison (similarities and/or differences) are clearly identified and referenced appropriately to both sets of characteristics. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>5-6 marks</b> – This may lack detail or be unbalanced. Reasonable comparison is made in some detail with reference to both sets of characteristics. 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>3-4 marks</b> – This will lack detail, be unbalanced or superficial. Limited comparison in some detail with some reference to both sets of characteristics. 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> – Some basic comparison made but with no reference to the sets of characteristics. 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> <p><b>Guidance:</b>  <b>Per point of comparison:</b></p>

Question	Answer	Marks	Guidance
	<p>observation; from the individual themselves or from those around them).</p> <p>Other appropriate responses should be credited.</p>		<p>4 marks – Similarity / difference between sets of characteristics is identified (1); discussed/elaborated (1); and supported by relevant evidence from the two disorders (1+1).</p> <p>3 marks – Similarity / difference between sets of characteristics is identified (1); not discussed/elaborated; but supported by relevant evidence from the two sets of characteristics – one from each disorder (1+1) OR Similarity / difference between sets of characteristics is identified (1); discussed/elaborated (1); and supported by relevant evidence from one disorder (1).</p> <p>2 marks – Similarity / difference between sets of characteristics is identified (1); not discussed/elaborated; but supported by relevant evidence from one disorder (1) OR Similarity / difference between sets of characteristics is identified (1); discussed/elaborated (1); but not supported by any relevant evidence from either disorder.</p> <p>1 mark – Similarity / difference is identified (1).</p> <p>0 marks – No creditworthy response</p> <p><i>As the question says 'compare', candidates can give 2 similarities, 2 differences or a similarity and a difference.</i></p>
4	<p><b>Discuss ethical considerations concerning non-biological treatment of one specific mental disorder.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of ethical considerations.</p> <p><b>AO3 (4 marks)</b></p>	6	<p><b>5-6 marks</b> – The response demonstrates good knowledge and understanding of ethical considerations. There is a good interpretation and evaluation of ethical considerations in relation to non-biological treatment of one specific disorder. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>3-4 marks</b> – The response demonstrates reasonable knowledge and understanding of ethical considerations.</p>

Question	Answer	Marks	Guidance
	<p>The injunction to 'discuss' invites recognition that whilst there may be ways in which non-biological treatment raises ethical concerns, nonetheless it ought to be possible to defend non-biological treatments ethically, too. Discussion points could reach into such issues as whether the end justifies the means, social sensitivity, or human rights. Points that centre on the ethical guidelines for psychological research (e.g. protection from harm, confidentiality, withdrawal, etc.) are also creditworthy. Answers need to be focused on the non-biological treatment of the same specific disorder throughout (e.g. depression, phobias, or schizophrenia), but different non-biological treatments of this disorder can be referred to in support of points made. Candidates must specify the disorder being treated to access more than the bottom band.</p> <p>Other appropriate responses should be credited.</p> <p>The plurality of ethical considerations in the question indicates that more than one ethical consideration needs to be explored. This is necessary for answers to access the top band; however, this could be two sides of one ethical discussion.</p>		<p>There is a reasonable discussion of ethical considerations in relation to non-biological treatment of one specific disorder. 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>1-2 marks</b> – The response demonstrates limited knowledge and understanding of ethical considerations. There is a limited discussion of ethical considerations superficially related to non-biological treatment of one specific disorder. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</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>Outline the key research by Van Leeuwen et al (2008) and use it to explain what psychologists mean by intelligence.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Van Leeuwen et al. 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 what psychologists mean by intelligence. Answers can be expected to refer to how the researchers chose to use Raven's Standard Progressive Matrices with children and Raven's Advanced Progressive Matrices with adults. The content of these tests (i.e. selecting the geometrical pattern that is missing from a sequence of geometrical patterns) implies a view about what is meant by intelligence. Based on these tests, intelligence can be seen as the "...capacity to form comparisons and reason by analogy" (Van Leeuwen et al, p79). Less detailed answers or answers that simply describe the study without using it to explain what psychologists mean by intelligence will only gain marks in the lower bands.</p> <p>Other relevant aspects of Van Leeuwen's research which relate to what psychologists mean by intelligence are the idea of intelligence as a measurable construct, of it centring on cognitive process, and it being influenced by both innate and environmental aspects (fluid and crystallised).</p>	10	PLEASE REFER TO APPENDIX 1

	(b)	<p><b>Discuss the social sensitivity of conducting research into intelligence.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of the social sensitivity of research.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate the social sensitivity of conducting research into 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. Candidates could explore points relating to how low scores by individuals (or by people who share a gender, ethnic group or social class) could lead to prejudice/labelling or even discrimination by others against them. Equally, candidates could explore the impact of results from intelligence tests on test-takers themselves, such as how it could lead to reduced levels of self-esteem or affect behaviour, leading to a self-fulfilling prophecy. Answers can be critical but can also defend the research. Points about the social sensitivity of conducting research into intelligence need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	(c)	<p><b>Outline at least one method of assessing intelligence a psychologist might advise Azmi to use with the children.</b></p> <p><b>AO2 (10 marks)</b>  Candidates need to apply their knowledge and understanding of at least one method of assessing intelligence. Answers may make reference to specific intelligence tests (e.g. Raven's Standard Progressive Matrices, the Wechsler Intelligence Scale for Children) 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. It is important that the suggestions are related to the context of the question (i.e. assessing intelligence levels of children aged 14-16 years, with the intention being to show them their true potential). 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>	10	PLEASE REFER TO APPENDIX 3
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6	(a)	<p><b>Outline the key research by Memon and Higham (1999) and explain how it could help the police in the collection of evidence from witnesses.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Memon and Higham. 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 to explain how it could help the police in the collection of evidence from witnesses. Suggestions are likely to centre on inclusion of the various components of the Cognitive Interview Technique (e.g. mental context reinstatement; report everything; recall in forward order once followed by reverse order). Better answers will be selective and may acknowledge that not all aspects of the CI technique are equally successful (e.g. recalling from a variety of different perspective has the potential to confuse witnesses so may be left out). Less detailed answers or answers that simply describe the study without explaining how it could help the police in the collection of evidence from witnesses will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p><b>Discuss the individual/situational explanations debate in relation to collection of evidence.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of the individual/situational explanations debate.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate collection of evidence in relation to the individual/situational explanations debate. As well as referring to the key research, candidates can refer to research relating to the collection and use of evidence from witnesses and suspects. Any relevant study is creditworthy, including those relating to the collection of forensic evidence. Candidates may consider how research is generally based on a situational approach (e.g. using cognitive interviews rather than 'standard' interviews; following Reid's nine steps of interrogation; the amount of information a fingerprint analyst is given about a case). However, individual factors can be acknowledged in explanation of why techniques won't succeed equally well in all cases. These may relate to the person collecting the evidence (e.g. how committed he/she is to a particular interviewing technique; how experienced they are at analysis of forensic material) or to the person they are collecting evidence from (e.g. whether they have gone through the interviewing process before and are 'hardened' to it, as opposed to them having vulnerabilities that make them particularly compliant). Candidates may argue for individual or situational explanations of behaviour in relation to collection of evidence. Points about the individual/situational explanations debate need to be discussed, rather than simply identified and illustrated.</p>	15	PLEASE REFER TO APPENDIX 2
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			Other appropriate responses should be credited.		
	(c)	*	<p><b>Outline at least one strategy a psychologist might advise Alex to use when interviewing this man.</b></p> <p><b>AO2 (10 marks)</b>                  Candidates need to apply their knowledge and understanding of at least one strategy for police interviews. Suggestions are likely to centre on use of the PEACE framework as this is suitable with any type of interviewee (i.e. suspect, as well as witness or victim) and is permitted in the UK. Alternatively, or in addition to this, answers could include reference to not using leading questions, being wary of unwittingly eliciting a false confession (e.g. due to vulnerabilities on the part of the suspect), applying skills of lie detection, etc. It is important that the suggestions are related to the context of the question and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3

7	(a)	<p><b>Outline the key research by Lord (1994) and explain what it tells us about factors that influence recycling behaviour.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Lord. 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 Lord to explain what it tells us about factors that influence recycling behaviour. Answers are likely to separate out message approach (positively framed versus negatively framed) from message source (advertisement, newspaper article, personal letter). With regard to findings, “Although positive appeals yielded most favourable levels of beliefs and attitude toward recycling, the greatest increase in recycling behaviour came in response to a negatively framed message conveyed by a personal acquaintance” (Lord, p341). The best answers will make a distinction between attitudes, beliefs and behaviour, and focus on what the study tells us in terms of how message approach and message source can affect recycling <i>behaviour</i>. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about factors that influence recycling behaviour will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p><b>Discuss the freewill/determinism debate in relation to research into recycling and other conservation behaviours.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of the freewill/determinism debate.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate research into recycling and other conservation behaviours in relation to the freewill/determinism debate. As well as referring to the key research, candidates can refer to research investigating conservation behaviours and the factors which influence the tendency to conserve or recycle. Any relevant research is creditworthy. Reference could be made to how recycling and other conservation behaviours can be determined at different stages and in different ways (e.g. at the antecedent stage through prompts, social norms, etc., or at the consequent stage through feedback, bottle deposit schemes, etc.). However, as none of these methods are likely to result in everyone behaving in the same way to the same extent, it can be argued that they are not fully determinist and that there is therefore evidence of freewill. Candidates may argue for freewill or determinism in relation to research into recycling and other conservation behaviours. Points about the freewill/determinism debate need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	(c)	* <b>Outline at least one technique a psychologist might advise Kai to use to get people using less water.</b>  <b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of at least one technique used to increase recycling or other conservation behaviour. Suggestions could take a range of forms (e.g. antecedent or consequent; behavioural or cognitive) and could focus in depth on one technique or make reference to a range of techniques. Either way, the focus must be on getting people using less water. Suggestions involving advertisements, newspaper articles or letters from people they know could 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
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8	(a)	<p><b>Outline the key research by Zajonc et al (1969) and use it to explain how an audience can affect sports performance.</b></p> <p><b>AO1 (5 marks)</b> Candidates must refer to the key study by Zajonc et al. 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 Zajonc et al to explain how an audience can affect sports performance. Answers are likely to focus on how in the simple 'runway' task running times were fastest in the presence of other cockroaches but how this was reversed in the complex 'maze' task. The best answers can be expected to relate the research to drive theory and/or to make a distinction between co-acting cockroaches and audience cockroaches. It is important for the answer to be related to the context of (human) sporting performance. 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>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p><b>Discuss whether research into audience effects is scientific.</b></p> <p><b>AO1 (2 marks)</b> Candidates should demonstrate knowledge and understanding of psychology as a science.</p> <p><b>AO3 (13 marks)</b> Candidates should analyse, interpret and evaluate research into audience effects in relation to the debate about whether psychology is a science. As well as referring to the key research, candidates can refer to research investigating how an audience can facilitate or inhibit sports performance, and home advantage. Any relevant research is creditworthy. Candidates may refer to such features of science as replicability, objectivity and/or falsifiability (as well as the use of controlled experiments, collection of quantitative data, etc.) and make claims about whether research within the topic area can be regarded as scientific. Candidates may argue for or against research into audience effects being scientific. Points about psychology as a science need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	(c)	<p><b>Outline at least one strategy a sports psychologist might suggest to Ahmet for how to prepare the players for this match.</b></p> <p><b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of at least one strategy for training for and playing spectator sports. Suggestions may centre on techniques for controlling anxiety such as diaphragmatic breathing, relaxation training programmes, or the following of rituals. Equally, suggestions could focus on practice as a way of developing automatic processing for motor skills, biofeedback, and cognitive behavioural therapy.</p> <p>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)	Guidance
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>	<p>Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this.</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>	<p>A standard response will sit in the middle of this band (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band.</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>Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires;</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>	the examiner may not be convinced of the candidate's understanding.
<b>1</b>	<b>1 – 2</b>	<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>	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
<b>0</b>		No creditworthy response.	Answers in this band contain no creditworthy material.

## APPENDIX 2

**Generic mark scheme for Section B PART (b) QUESTIONS**

*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)*

*AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)*

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–15	<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. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.</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. 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>A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks).</p> <p>Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence.</p> <p>If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks.</p> <p>If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks.</p> <p>If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.</p>
2	4–7	<p>Response demonstrates reasonable knowledge and understanding.</p>	<p>Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced</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>	<p>that the answer is discussing the relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.</p>
<b>1</b>	<b>1–3</b>	<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.</p> <p>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>	<p>Answers in this band contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).</p>
<b>0</b>		No creditworthy response.	Answers in this band contain no creditworthy material.

## APPENDIX 3

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

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

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	9 – 10	<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>	<p>Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</p>
3	6 – 8	<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>	<p>A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).</p> <p>Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g. named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.</p> <p>Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).</p>
2	3 – 5	<p>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.</p>	<p>Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested.</p>

		The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	
<b>1</b>	<b>1 – 2</b>	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this band contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it).
<b>0</b>		No creditworthy response.	Answers in this band contain no creditworthy material.

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