INSTRUCTIONS TO CANDIDATES

Read each question carefully. Make sure you know what you have to do before starting your answer.

Answer four questions in total; two questions from two options only.

Write your answers in the Answer Booklet. The question numbers must be clearly shown.

Write your name, centre number and candidate number in the spaces provided on the front of the Answer Booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part question.

The total number of marks for this paper is 100.

This paper contains questions on the following four options:

- Forensic Psychology
- Health and Clinical Psychology
- Psychology of Sport and Exercise
- Psychology of Education

Quality of written communication is assessed throughout this paper.

Candidates should:

(i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

(ii) select and use a form and style of writing appropriate to purpose and to complex subject matter;

(iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

This document consists of 8 pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

Do not send this Question Paper for marking; it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.
You must answer two questions from one option and two questions from another option.

Forensic Psychology

1 (a) How can an upbringing in poverty and disadvantaged neighbourhoods explain criminal behaviour? [10]

(b) Evaluate the methodology used to investigate upbringing as an explanation of crime. [15]

2 (a) Describe the use of the cognitive interview technique when interviewing witnesses. [10]

(b) Discuss the ecological validity of research into interviewing witnesses. [15]

3 (a) Describe a cognitive skills programme used with offenders. [10]

(b) Assess the usefulness of offender treatment programmes. [15]

4 (a) Outline research into “Looking Deathworthy”. [10]

(b) Assess the validity of research into alternatives to imprisonment. [15]
You must answer two questions from one option and two questions from another option.

Health and Clinical Psychology

5 (a) How can media campaigns be used to promote healthy behaviour? [10]
   (b) Evaluate strengths and weaknesses of research into methods of health promotion. [15]

6 (a) Outline how work can be a cause of stress. [10]
   (b) Evaluate the use of quantitative data when researching the causes of stress. [15]

7 (a) Outline the characteristics of an affective disorder. [10]
   (b) Assess the reliability of identifying a disorder from a list of characteristics. [15]

8 (a) Describe how dysfunctional behaviour could be treated biologically. [10]
   (b) Discuss ethical issues in the treatment of dysfunctional behaviour. [15]
You must answer two questions from one option and two questions from another option.

Psychology of Sport and Exercise

9 (a) What techniques can be used to motivate an athlete? [10]
(b) To what extent can research into motivation be applied to the sporting context? [15]

10 (a) Describe self-efficacy in a sporting context. [10]
(b) Evaluate the application of research to self-confidence in sport. [15]

11 (a) What do contingency theories tell us about leadership in sport? [10]
(b) Discuss the nature-nurture debate in relation to leadership and coaching in sport. [15]

12 (a) Outline drug abuse as an issue in exercise and sport. [10]
(b) Evaluate the limitations of research into issues in exercise and sport. [15]
You must answer two questions from one option and two questions from another option.

Psychology of Education

13 (a) Describe intrinsic and extrinsic motivation within education. [10]
(b) Discuss the usefulness of theories of motivation in relation to improving student participation. [15]

14 (a) How can learned helplessness affect student participation? [10]
(b) Discuss methodological issues of research into student beliefs and expectations. [15]

15 (a) What does humanistic psychology tell us about personal and social development in education? [10]
(b) To what extent are approaches to personal and social development in education holistic? [15]

16 (a) How do biological differences in the brain structure of boys and girls affect their educational potential? [10]
(b) Evaluate limitations of research into enabling genders. [15]